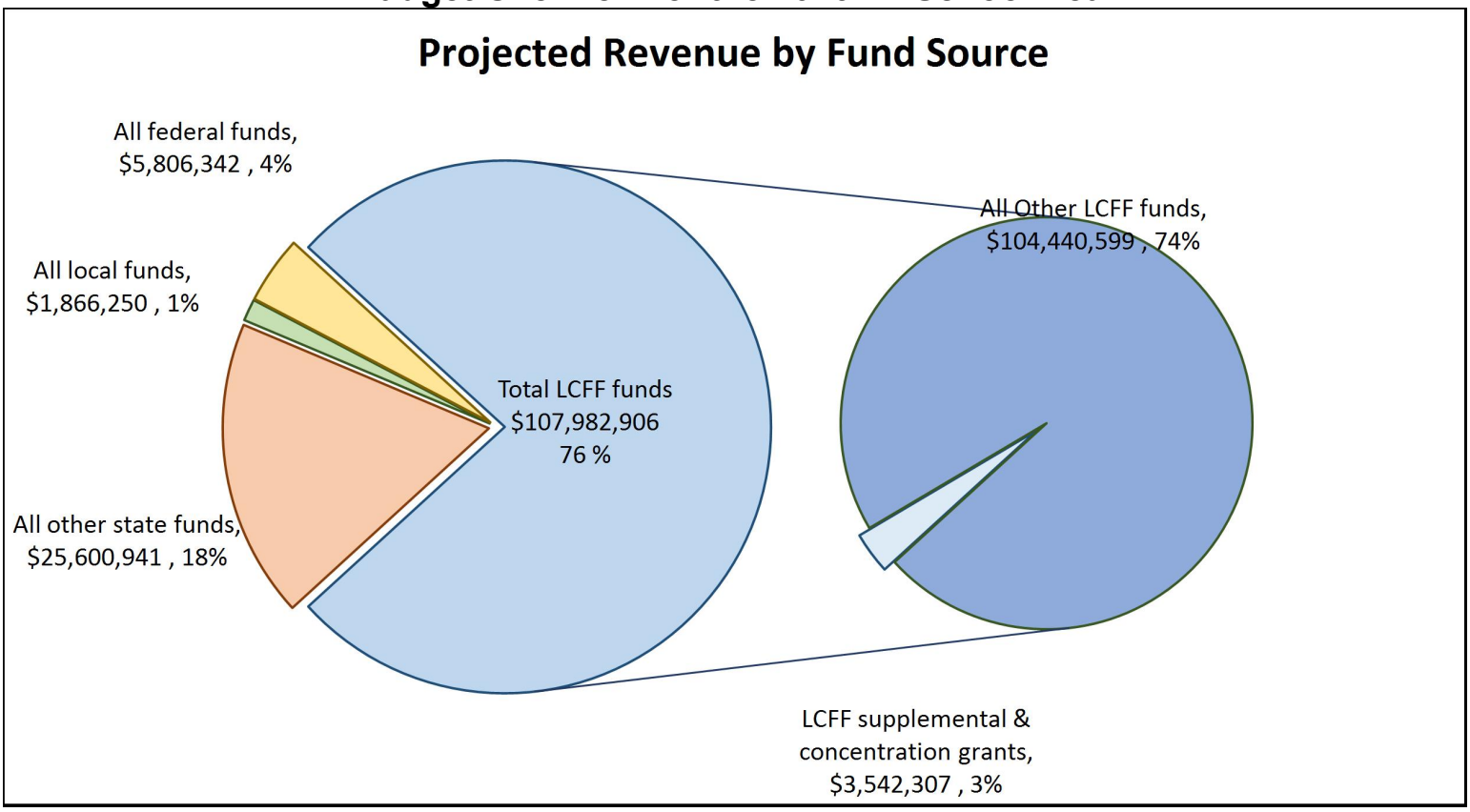
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Alamitos Unified School District
CDS Code: 30739240000000
School Year: 2026-27
LEA contact information:
Melissa Davis
Director, Education Services
mdavis@losal.org
(562) 799--4700

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

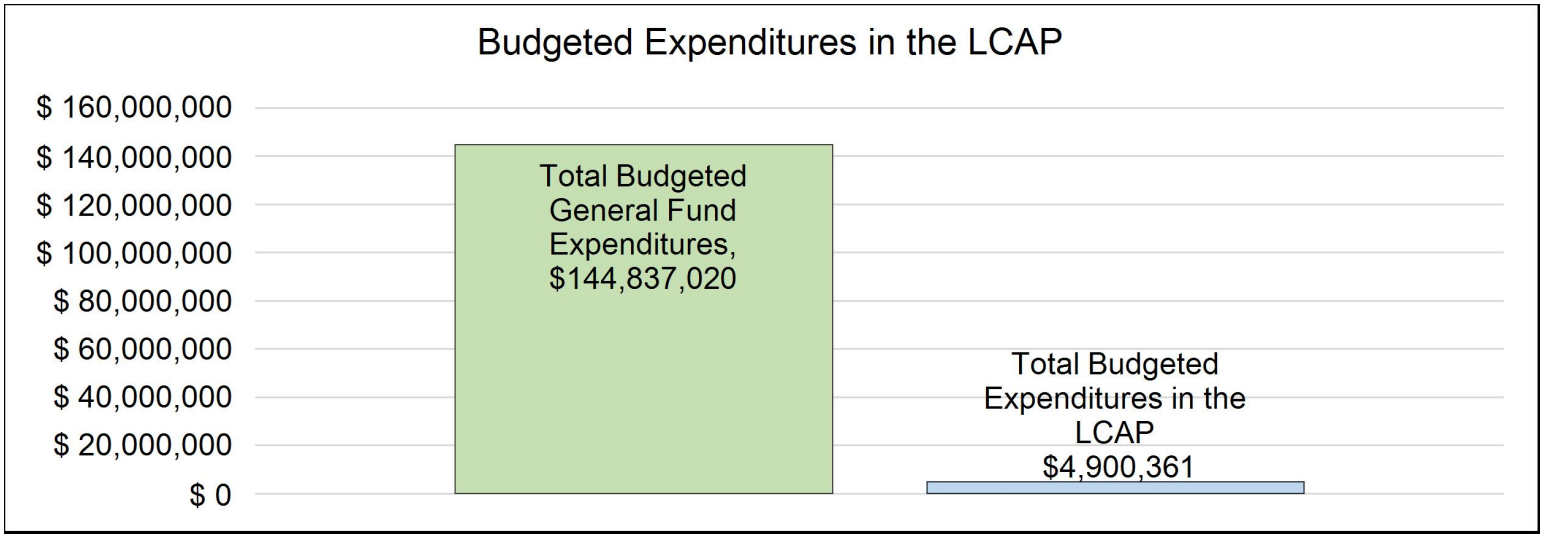


This chart shows the total general purpose revenue Los Alamitos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Alamitos Unified School District is $141,256,439, of which $107,982,906 is Local Control Funding Formula (LCFF), $25,600,941 is other state funds, $1,866,250 is local funds, and $5,806,342 is federal funds. Of the $107,982,906 in LCFF Funds, $3,542,307 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Los Alamitos Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Alamitos Unified School District plans to spend $144,837,020 for the 2026-27 school year. Of that amount, $4,900,361 is tied to actions/services in the LCAP and $139,936,659 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

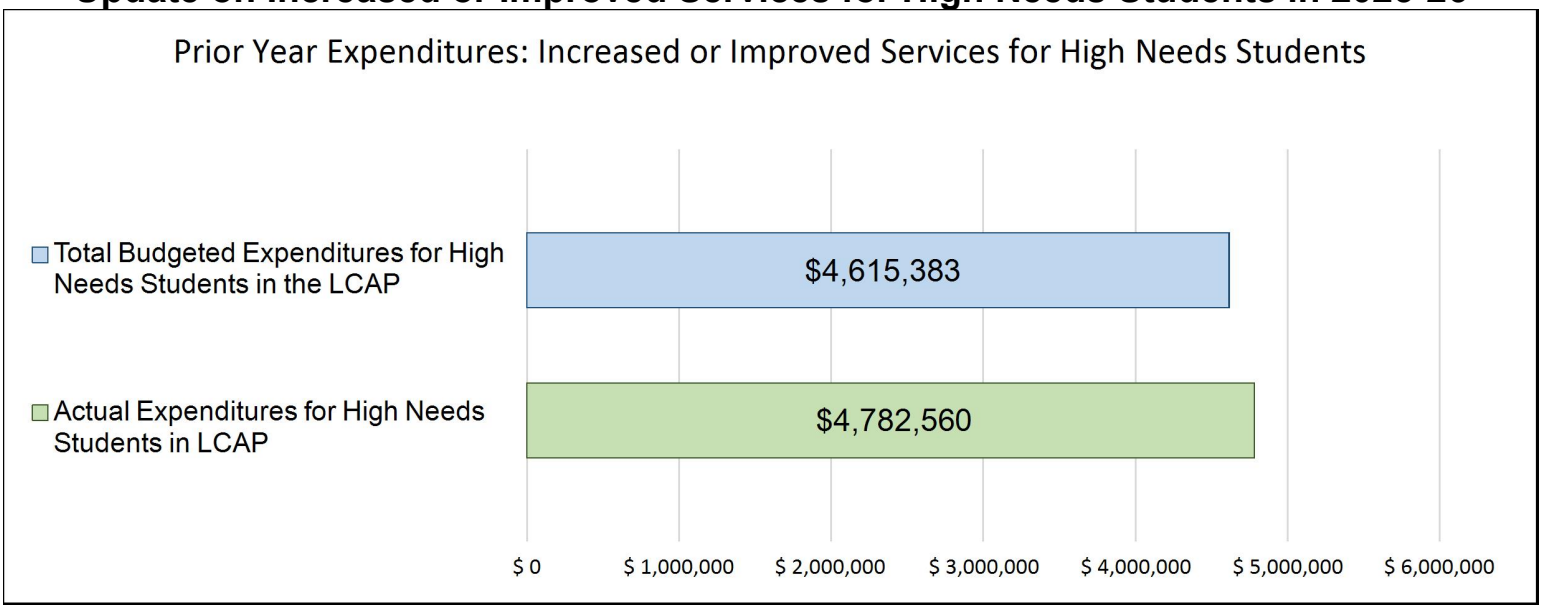
General Fund expenditures that consist of salaries and benefits needed to carry out a vast array of student education and educational support activities, including nutrition services, custodial activities, and building maintenance and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Los Alamitos Unified School District is projecting it will receive $3,542,307 based on the enrollment of Foster Youth, English learner, and low-income students. Los Alamitos Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Alamitos Unified School District plans to spend $4,116,833 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Los Alamitos Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Alamitos Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Los Alamitos Unified School District's LCAP budgeted $4,615,383 for planned actions to increase or improve services for high needs students. Los Alamitos Unified School District actually spent $4,782,560 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Alamitos Unified School District	Melissa Davis Director, Education Services	mdavis@losal.org (562) 799--4700

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Los Alamitos Unified School District (Los Al USD) proudly serves three vibrant communities: the City of Los Alamitos, the City of Seal Beach, and the unincorporated area of Rossmoor. With an enrollment of approximately 8,900 students across nine schools, the district includes six elementary schools (preschool through grade five), two middle schools (grades six through eight), and one comprehensive high school (grades nine through twelve).

Los Al USD celebrates the accomplishments and contributions of its diverse student body, fostering a culture of excellence across all campuses. The district is deeply committed to preparing students for college, career, and beyond by investing in high-quality professional development for educators, maintaining small class sizes in grades K–3, and offering robust enrichment and intervention programs.

Grounded in the 4 A's—Academics, Athletics, Activities, and the Arts—Los Al USD prioritizes school connectedness and whole-child development. Community engagement is a cornerstone of district success, with strong support from PTAs, booster clubs, "Friends Of" organizations, and other fundraising groups. Notably, one in four residents are alumni of district schools, and over 90% of Los Alamitos residents report that the quality of the schools influenced their decision to live in the area.

Recognized for its excellence, Los Al USD continues to lead in student achievement. The district boasts high graduation and A-G completion rates, has earned a place on the College Board's Advanced Placement (AP) Honor Roll and consistently performs well on state assessments such as the CAASPP.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Los Alamitos USD has many successes to celebrate on the recent 2025 California Dashboard, including meeting all of its local indicators. Overall, Los Alamitos USD was blue in, graduation rate, science and college/career. This is the first year science has a color on the dashboard. The District was green in English language arts, mathematics, English learner progress, and suspension rate and yellow in chronic absenteeism.

2025 DASHBOARD HIGHLIGHTS
The 2025 California School Dashboard reflects continued strong performance across multiple state indicators for the Los Alamitos Unified School District. Overall, the district demonstrated positive outcomes for All Students, earning Green performance levels in English Learner Progress, Suspension Rate, English Language Arts, and Mathematics, while achieving Blue, the highest performance level, in Graduation Rate, Science, and College/Career readiness. Several student groups also demonstrated notable success. Asian students achieved Blue performance levels in Chronic Absenteeism, Graduation Rate, and Mathematics, while White students earned Blue in Graduation Rate, Science, and College/Career readiness. Hispanic or Latino students showed strong outcomes with Blue performance in Graduation Rate and College/Career readiness, and Green performance in English Language Arts and Science. English Learners performed at Green levels in English Learner Progress, Chronic Absenteeism, English Language Arts, Mathematics, and Science, reflecting the district's ongoing commitment to supporting multilingual learners. The dashboard data highlights the district's overall academic achievement and positive school climate as well as the ongoing commitment to improving student outcomes.

2025 DASHBOARD LOWEST INDICATOR REFLECTIONS
Based on the results of the 2025 Dashboard, Los Alamitos USD had no schools that received the lowest performance level on one or more of the state indicators. However, there were student subgroups within the District in the lowest performance level (red). These subgroups were Long-Term English Learners for English learner progress, English language arts and mathematics as well as suspension rate for foster youth. At our school sites we had three subgroups of students performing in the red for Chronic Absenteeism, they were students with disabilities at Oak Middle School and Hopkinson Elementary as well as Hispanic/Latino students at McAuliffe Middle School. Students with Disabilities at Los Alamitos High School performed in the red on English Language Arts and Mathematics. Lastly, we had Students with Disabilities perform in the red on Mathematics from McAuliffe Middle School. These subgroups will be supported with existing actions in the LCAP, Goal 1, Action 6, for Mathematics; Goal 3, Action 8 for Chronic Absenteeism; Goal 2, Action 6 and 7 for English Learner Progress; Goal 3, Action 4 for Suspension Rate and Goal 1, Action 5 for English Language Arts.

2023 DASHBOARD LOWEST INDICATOR REFLECTIONS
The District will focus on areas that need improvement from the California Dashboard, with a red indicator, which is only in the chronic absenteeism indicator. In chronic absenteeism, the homeless subgroup as well as Weaver (socioeconomically disadvantaged), McGaugh (students with disabilities and two or more races) and Los Alamitos Elementary (students with disabilities and white) performed at the lowest performance level (Goal 3, Action 8). This will be addressed at the sites that are directly effected with the implementation of attendance incentive programs as well as attendance monitoring. In some subgroups, the population of students is less than 30 students which is manageable. With regard to chronic absenteeism, it is also a balance with families as the pandemic ended to ask them to bring their students to school when they are sick when for a couple years the message was the opposite. The District also has students with disabilities that have health concerns that at times keep them out of school.

2026-2027 LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
For the 2024 - 2027 LCAP cycle, and district with unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds.

For the 2026-2027 LCAP, Los Alamitos Unified plans to use LREBG funds to support the following actions in the LCAP:
> Provide learning recovery for students through targeted tier 2 interventions and summer school recovery programs at the high school level, including intervention TOSA's (Actions 1.4)
> Provide Professional Development for teachers in the District's signature practices (Action 1.1)
> Provide mental health and social emotional supports to students, allowing access to counselors and including student surveys (Action 3.6)
The rationale for ongoing support in these areas comes directly from educational partner input, the District Advisory Committee, LCAP survey and our analysis as a district. As a District we have a commitment to academic and social-emotional support for all students and to ensure we are providing a Multi-Tiered System of Support (MTSS) including tier 1 and tier 2 interventions.

CONCLUSION
In conclusion, Los Alamitos Unified School District continues to be a high performing school district with a nearly100% graduation rate and outperforming many districts in Orange County. Los Al USD is currently #2 in ELA and is #3 in Math among all unified school districts in orange county. This success is due to the hard work of staff and the prioritizing of the District's priorities. Los Al continues to be proactive and make sure we are meeting the needs of all students and providing unlimited possibilities. Through input from educational partners, Los Alamitos USD has received positive feedback on the implementation of Wellness Counselors, WellSpaces at all school sites as well as all efforts to support student and staff social emotional initiatives and mental health support. The District plans to maintain and/or increase performance in all areas on the California School Dashboard. This will be accomplished by continuous monitoring of student progress including the MAP Growth assessments and additional interventions to support English Language Arts and Mathematics. With the additional interventions and increasing opportunities to connect students to school, there should be a correlation to the graduation rate as well as chronic absenteeism indicator. In addition, the District is continuing to implement additional EL support through additional staffing to provide direct individualized support to students as well as implementing new programs specific to EL students. The District will continue to expand Mental Health supports for all students. With the continuation of Wellness Counselors at all school sites, the implementation of a social emotional curriculum and the continuation of school psychologist interns, the District is able to support all students' mental health needs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Los Alamitos USD has no schools in Technical Assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
District Advisory Committee (DAC)	The District held two DAC meetings this school year to gain input on the development of the LCAP. The DAC committee is comprised of teachers, administrators, students, parents and staff from all school sites. The meetings were held on: January 22,2026 (Messaging Workshop): General overview of LCFF and LCAP including discussing the eight state priorities. District leaders shared the Los Al story with the committee members. We began a general discussion and review of data to gain a contextualized understanding of where we are as a district and what our needs might be. Committee Members provided input through two different activities that aligned with the three goals in the LCAP. April 20, 2026 (Stakeholder Engagement Workshop): We continued in-depth discussion and analysis of LCFF and district data that focused on student performance outcomes. We also solicited input on increasing or improving services for all students, specifically for English learners, low-income, and ethnicity subgroups. We then shared the results of the electronic survey that was sent out to staff and families. DAC committee members provided feedback and insight to the survey responses and we discussed how they were aligned with the district priorities. May 2026 (Draft Review):

Educational Partner(s)	Process for Engagement
	A copy of the draft LCAP was share with the committee prior to being sent to all educational partners. The committee reviewed the components of the final draft of the 26-27 LCAP with respect to the goals, actions, services, and related budgeted expenditures (projected).
Educational Partners (Parents, Staff, Bargaining Units, DAC members, DELAC members, SELPA)	The draft final LCAP was shared with ALL educational partners for final review in May 2026. This included all parents, staff, DAC member, DELAC members and SELPA members. Everyone was provided with a copy of the LCAP to review and provide feedback as well as pre-recorded presentation on the LCAP.
Educational Partners (Parents, Staff, Bargaining Units, DAC members, DELAC members, SELPA)	LCAP Input Form - January 2026 Parents and Staff were able to provide input on the LCAP goals and actions via a Google Form following a discussion in School Site Council at their school sites.
Educational Partners Survey (All Parents & Staff)	Educational Partners Engagement Survey - March 16, 2026 to April 3, 2026. There were a total of 897 responses to the survey, 119 staff and 778 parents/guardians. Educational partners were surveyed in the areas of Student Achievement, Student Connections & Engagement, Parent Involvement & Participation, School Climate, Student Access to Curriculum & Materials, School Facilities, Course Availability and College Preparation. Chromebooks were made available to stakeholders who did not have a device, so they were able to participate.
6-12 Students	California Healthy Kids Survey was administered to all 6-12 students in March 2024. In November 2025, all 7th and 9th grade students participated in a school climate LCAP survey.
5th Grade Students	5th grade students participated in a school climate survey in November 2025.
DELAC	DELAC met in Fall 2025 and then again in January 2026 and April 2026. During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
Board of Education & Community	A workshop was presented to all Board and community members in June 2026.

Educational Partner(s)	Process for Engagement
Operation Steering Committee	25-26 school year. During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students as well as encouraged families to complete the stakeholder engagement survey.
Classified & Certificated Negotiations	September 2025 - March 2026, During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
Principal Meetings	September 2025 - March 2026, During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
SELPA Meeting	March 2026, During these meetings, district leaders reviewed and discussed LCAP/LCFF and student performance outcome data and solicited input for how Los Alamitos Unified School District can increase or improve services for all students.
Weaver Elementary Needs Assessment Meeting	February 2024, Ed Services facilitated a needs assessment meeting with Weaver Elementary school to brainstorm ways to decrease their chronic absenteeism with the socioeconomically disadvantaged students as they are in ATSI for the second year in a row. This was not conducted in the 2024-2025 school year or the 2025-2026 school year as Weaver is no longer in ATSI.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The District was purposeful in engaging all educational partners to ensure we were hearing voices in all areas. The input from these meetings and surveys was the driving factor behind what should remain in our LCAP and what should be removed. For the 2024-2025 LCAP, specific changes made were titles of three of our actions in goal 2 by adding College Readiness, Dual Enrollment and removing Project Lead the Way. Other areas that were a high priority for our educational partners was School Safety, Student Connectedness, CTE Pathways, Mental Health and Social Emotional Well-Being as well as Student Mental Health. Additional input that is reflected in the new LCAP cycle is the removal of our NGSS implementation as we are now fully-implemented at all grade levels.

For the 2025-2026 LCAP, we engaged educational partners in the needs assessment process of how we will spend the Learning Recovery Emergency Block Grant (LREBG) funds. The outcome from these discussions was to implement the following:

> Provide learning recovery for students through targeted tier 2 interventions and summer school recovery programs (Actions 1.4, 1.5, 1.6)
> Provide Professional Development for teachers in the District's signature practices (Action 1.1)
> MAP Growth Assessment, District Benchmarks to provide teachers with data to implement interventions (Action 2.1)
> Provide mental health and social emotional supports to students, allowing access to counselors and including student surveys (Actions 3.5, 3.6)
The rationale for ongoing support in these areas comes directly from educational partner input, the District Advisory Committee, LCAP survey and our analysis as a district. As a District we have a commitment to academic and social-emotional support for all students and to ensure we are providing a Multi-Tiered System of Support (MTSS) including tier 1 and tier 2 interventions.

For the 2026-2027 LCAP, we were very intentional about getting all stakeholders to complete the stakeholder engagement survey and we increased our participation on the District Advisory Committee (DAC). The input we received was very helpful as we look to develop programs and reflect on what LCAP goals and actions. One of the main topics brought up through was the need for increased CTE pathways in which the District had anticipated and is in the process of rolling our a new CTE Business Entrepreneurship pathway next school year. The DAC also had a lot of questions around screen time in the classroom which also aligned well with the conversations Education Services is having. In addition, we engaged educational partners in the needs assessment process of how we will spend the Learning Recovery Emergency Block Grant (LREBG) funds. The outcome from these discussions was to implement the following:
> Provide learning recovery for students through targeted tier 2 interventions (Actions 1.4, 1.5, 1.6)
> Provide Professional Development for teachers in the District's signature practices (Action 1.1)
> MAP Growth Assessment, District Benchmarks to provide teachers with data to implement interventions (Action 2.1)
> Provide mental health and social emotional supports to students, allowing access to counselors and including student strength surveys (Actions 3.5, 3.6)
The rationale for ongoing support in these areas comes directly from educational partner input, the District Advisory Committee, LCAP survey and our analysis as a district. As a District we have a commitment to academic and social-emotional support for all students and to ensure we are providing a Multi-Tiered System of Support (MTSS) including tier 1 and tier 2 interventions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Exemplary Teaching and Learning	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal of enhancing teaching and learning across the district aims to ensure that all students receive exemplary educational opportunities that foster academic success. This comprehensive strategy focuses on elevating instructional quality and providing targeted support to meet diverse student needs. Central to this effort is the development of a detailed professional development plan that aligns with the District's Signature Instructional Practices, ensuring consistency and excellence in teaching methodologies. This plan includes mandatory and optional sessions throughout the academic year, aiming for 100% teacher participation in mandatory sessions. Teacher leaders, TOSA's and coordinators will play a crucial role by executing model lessons, providing in-class coaching, and demonstrating transformative uses of technology.

Targeted student interventions will be delivered by highly qualified teachers specializing in areas such as reading, writing, math, special education as well as areas identified by sites. Progress will be closely monitored through regular assessments, with data from local and state measures used to tailor interventions effectively. The goal is to adjust instructional strategies and interventions every quarter, aiming for a 5% increase in student proficiency rates each academic year. To enhance classroom learning, technology integration workshops and training sessions will be conducted, focusing on innovative educational technologies and digital resources. The impact of these trainings will be measured through surveys and classroom observations, aiming for an increase in the effective use of technology in classrooms. Additionally, bi-annual audits and staff input will ensure that all classrooms are equipped with the necessary technological tools and resources, and teachers are proficient in their use.

Collaboration and communication will be promoted through release time at each school site, fostering collaboration among teachers to share best practices and address instructional challenges. Teachers will meet regularly, with a target of at least 85% teacher engagement. District-wide communication will provide staff with updates to keep all staff informed of new initiatives, successes, and opportunities for professional growth, with an annual survey target satisfaction rate of 90% among staff. Finally, a robust system for collecting and analyzing student performance data from both local and state assessments will be implemented. This system will provide actionable insights and recommendations to teachers, focusing on closing achievement gaps and enhancing overall student performance. The implementation of these recommendations will be monitored to ensure continuous improvement in academic outcomes. Through these detailed and measurable actions, the district aims to achieve its goal of enhancing teaching and learning, ensuring a cohesive and systematic approach to academic excellence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Classroom teachers assigned to teach subjects for which they are credentialed.	(23-24) 100% of teachers are assigned to teach in the content area for which they are credentialed.	(24-25) 100% of teachers are assigned to teach in the content area for which they are credentialed.	(25-26) 100% of teachers are assigned to teach in the content area for which they are credentialed.	100% of teachers are assigned to teach in the content area for which they are credentialed	No Difference, 100% of teachers are properly assigned.
1.2	Participation in the 5-year professional development induction program for all year 0-5 teachers.	(23-24) All except one of the Year 1-5 teachers are participating in professional development.	(24-25) All (100%) of the Year 1-5 teachers are participating in professional development.	(25-26) All (100%) of the Year 1-5 teachers are participating in professional development.	100% of teachers participate	Increase, all teachers in the Years 1-5 are participating in professional development.
1.3	Instructional coaching by TOSA's for teacher cohorts.	(23-24) 100% of teachers in the year 1-5 cohorts received in-class coaching by TOSA's.	(24-25) 100% of teachers in the year 1-5 cohorts received in-class coaching by TOSA's.	(25-26) 100% of teachers in the year 1-5 cohorts received in-class coaching by TOSA's. This included 39 teachers in the years 1-5 cohort.	100% of teachers participate	No Difference, all teachers are participating in instructional coaching.
1.4	Use District Benchmark results to inform instruction in grades K-8.	(23-24) 100% of teachers administered District Benchmark #1 & #2. 75% of teachers administer District Benchmark #3.	(24-25) District Benchmarks were discontinued in 24-25 and the District transitioned to the MAP Growth Assessment.	(25-26) 100% of teachers in the year 1-5 cohorts received in-class coaching by TOSA's.	100% participation on each benchmark (#1, #2, #3)	This metric is being replaced by metric 1.6 since the district changed assessments this school year.
1.5	All students have access to standards-aligned instructional materials.	(23-24) 100% of students have standards-aligned instructional materials checked out to them.	(24-25) 100% of students have standards-aligned instructional	(25-26) 100% of students have standards-aligned instructional	100% of students have access to standards-aligned curriculum	No Difference, all students continue to have access to standards-aligned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			materials checked out to them.	materials checked out to them. All Students: 100% Foster Youth: 100% UPP: 100% EL:100%		instructional materials.
1.6	Use Map Growth Assessment data to inform instruction in grades K-8.	(24-25) 100% of teachers administered all three MAP Growth Assessments.	(24-25) 100% of teachers administered all three MAP Growth Assessments.	(25-26) 100% of teachers administered all three MAP Growth Assessments.	100% of teachers administered all three MAP Growth Assessments.	No change, 100% of teachers administered the MAP Growth Assessments.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of actions supporting the goal of Exemplary Teaching and Learning has been strategic and impactful. The district continues to implement a 5-year professional development program for teachers in years 0–5, aligning learning opportunities with district priorities and supporting teacher growth and retention. Standards-aligned instructional materials were adopted across all core subjects, ensuring consistent, high-quality instruction.

This was the first full year of implementation of the MAP Growth assessment in grades K–8, Algebra, English I and Geometry, all which provided valuable data to inform instruction. While the transition to MAP Growth was successful, it required additional training and support for teachers, which the district addressed through expanded professional development opportunities. The District also provided two data analysis days per grade level this year to teachers where teachers and administrators came for a full day training after they administered the MAP Growth assessment. During these days teachers and administrators were guided through the different MAP reports, how to interpret them and then were given time to take a deep dive into student data where they were able to map out intervention groups and use the data to inform their instruction.

ELA and math interventions were strengthened through targeted support informed by assessment data. Full implementation of intervention groups with mid-year adjustments allowed services to be delivered effectively. In December of this year we also launched Academies at each of our middle schools. Students were identified for these academies based on the CAASPP scores from 2025.

Overall, the district remained committed to the actions outlined in the adopted LCAP and made strong progress toward achieving exemplary teaching and learning, addressing challenges proactively and maintaining alignment with the goal.

The District is proud to report that all of the actions and metrics within goal 1 have been proven to be effective. We have instructional materials for all students as well as devices for all students in grades 9-12. This was the firs year of full implementation of the District moving away from a double block ELA section at the middle school level adding additional instructional time to all subject areas. All teachers have access to professional development for both veteran and new teachers. The MAP growth assessment was fully implemented for the second year and. The District also launched a new intervention model for students utilizing their 2025 CAASPP scores called the "Academy" where students were hand selected for a zero period class for the spring semester. We also continued to provide support in ELA and Math.

One metric that the District did deem to not be effective in the 2024-2025 school year was the District Benchmarks, which is why we replaced them with the MAP Growth Assessment. Our year 2 outcome data from all metrics, besides the benchmarks, were at a successful implementation level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The biggest difference we saw between the budgeted expenditures and estimated actual expenditures in goal 1 was with action 1.4 Interventions. In action 1.4 we spent about $176,000 more that we budgeted. This was due to the changes made in our intervention model as well as the number of interventions we offered this year. With a district focus on improving student achievement, we were very strategic in the interventions offered as well as the structure. These changes included the development of a middle school intervention committee as well as a change to our district benchmarks.

There were also material differences in actions 1.1, 1.3, 1.5 and 1.6. In action 1.1 the decrease of about $126,000 is due to using Educator Effectiveness funds for PD since those funds expire this year. In action 1.2, there was a decrease of approximately $48,000 as the district discontinued the use of Houghton Mifflin Reading. For action 1.3, the difference was due to the additional costs for the Ed Tech Coordinator and online subscriptions to support teaching and learning. Action 1.5 decreased by about $31,000 is due to using Educator Effectiveness funds for PD since those funds expire this year. For action 1.6, the decrease was because of the shifting in funds back to the school sites to support this work.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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One metric that the District did deem to not be effective in the 2024-2025 school year was the District Benchmarks, which is why we replaced them with the MAP Growth Assessment. Our year 2 outcome data from all metrics, besides the benchmarks, were at a successful implementation level.

The implementation of actions supporting the goal of Exemplary Teaching and Learning has been strategic and impactful. The district continues to implement a 5-year professional development program for teachers in years 0–5, aligning learning opportunities with district priorities and supporting teacher growth and retention. Standards-aligned instructional materials were adopted across all core subjects, ensuring consistent, high-quality instruction.

This was the first full year of implementation of the MAP Growth assessment in grades K–8, Algebra, English I and Geometry, all which provided valuable data to inform instruction. While the transition to MAP Growth was successful, it required additional training and support for teachers, which the district addressed through expanded professional development opportunities. The District also provided two data analysis days per grade level this year to teachers where teachers and administrators came for a full day training after they administered the MAP Growth assessment. During these days teachers and administrators were guided through the different MAP reports, how to interpret them and then were given time to take a deep dive into student data where they were able to map out intervention groups and use the data to inform their instruction.

ELA and math interventions were strengthened through targeted support informed by assessment data. Full implementation of intervention groups with mid-year adjustments allowed services to be delivered effectively. In December of this year we also launched Academies at each of our middle schools. Students were identified for these academies based on the CAASPP scores from 2025.

Overall, the district remained committed to the actions outlined in the adopted LCAP and made strong progress toward achieving exemplary teaching and learning, addressing challenges proactively and maintaining alignment with the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

On the 2024 dashboard we saw an increase in overall performance. The District made a change to our District Benchmarks this year and replaced them with the MAP Growth Assessment. The old benchmarks were custom, but the District did not feel we were getting reliable data as it correlates to CAASPP as the assessments no longer followed our scope an sequence. With the MAP Growth assessment, we are able to get real time data that informs Waggle, our online intervention platform. This allows students to be met where their needs are and we have seen adequate student progress. The goal is to have better data for teachers to inform instruction. Metric 1.4 was removed and Metric 1.6 was added.

For the 2026-2027 LCAP cycle, there was a change to Action 1.1, we removed the KYTE online professional development platform as the district no longer uses it. Also, in Action 1.4 we added the new Academy intervention class for ELA and math at the middle school level.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide professional development to staff to directly support unduplicated pupils (EL, FY, SED) including the following: • 5-Year Induction Program of signature practices for all year 1-5 teachers • Maintain and expand PD opportunities to include volunteer trainings throughout the school year for all teachers on District instructional practices and programs • Provide demonstration lessons and in-class coaching for teachers by TOSAs in the area of District signature practices • Provide release days for MAP Growth assessment collaboration • Provide professional development to support textbook adoptions The professional development initiatives outlined are specifically designed to address the unique needs of unduplicated student groups within the educational framework. The 5-Year Induction Program for year 1-5 teachers focuses on cultivating signature practices tailored to support diverse learners, ensuring that new educators are equipped with essential tools and strategies from the outset. The expansion of PD opportunities, including volunteer trainings throughout the school year, emphasizes the alignment with District instructional practices and programs, fostering a cohesive approach that can better accommodate the varying needs of unduplicated students. Additionally, the provision of demonstration lessons and in-class coaching by TOSAs (Teachers on Special Assignment) specifically in District signature practices offers targeted support to teachers, enhancing their ability to effectively reach and engage diverse student populations. Release days allocated for the MAP Growth assessment collaboration further enable educators to refine their instructional approaches collaboratively, promoting a more inclusive learning environment. Professional development initiatives supporting textbook adoptions. Together, these initiatives not only enhance professional growth but also ensure that teaching practices are continuously refined to meet the diverse academic and socio-emotional needs of all students, particularly those from unduplicated backgrounds. For the 25-26 school year this was 39 teachers who received coaching. Research shows that by providing teachers with high quality professional development and instructional strategies to support students, students will	$273,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
		receive high quality instruction that is consistent among all school sites. Currently 100% of year 1-5 teachers participate in a structured five year professional development program. Hanover Research has many studies that show by providing teachers with consistent professional development around unduplicated pupils you are able to create collaborative teams which will lead to attracting and retaining great teachers. The consistency of trained teachers in a classroom provide students a consistent education which leads to improved performance. The District is supporting this action with Learning Recovery Block Grant (LREBG) funds. We plan to spend approximately $265,060 of the LREBG funds during the 26-27 school year.		
1.2	Instructional Materials	• Provide all classrooms with resources that align with and support the implementation of the Common Core State Standards in all content areas. • Provide students with access to district signatures practices for best first instruction. District signature practices are adaptable and meet the need of all students including those with exceptional needs. • ProvIde students with instructional materials are all aligned with the Common Core State Standards (CCSS) and have embedded supports for English Learners. • Provide District issued chrome books to LAHS students to access instructional materials. These services will enable EL students to access Common Core State Standards and ELD standards for purposes of gaining knowledge and English Language proficiency.	$8,904.00	No
1.3	Educational Technology	In collaboration with the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction. This includes online subscriptions that support instruction for unduplicated pupils (EL, FY, SED). The Ed Tech Coordinator also provides support to unduplicated pupils with data analysis from online programs used for intervention. Data collected is used to	$343,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		inform instruction. Unduplicated pupils benefit from the outcomes provided through Ed Tech as it provides immediate feedback to students on progress towards standards. It also provides students with creative solutions on how to get help with coursework including individualized online tutoring. The Ed Tech Coordinator is also leading the AI Teaching and Learning Committee beginning in the 25-26 school year. Research shows that by providing teachers with access to online instructional resources as well as detailed data on the online instructional resources students are accessing, they are able to create small groups and targeted intervention to support student success. Research referenced above is in regards to targeted small group instruction. In regards to small group instruction, unduplicated pupils are able to receive small group, or sometimes one on one support in an area of growth to master content areas. Research is pulled directly from articles in the Marshall Memo.		
1.4	Academic Interventions	Unduplicated students (EL, FY, SED) often struggle with reaching the same achievement rate as peers, therefore they are in need of intervention to meet grade level standards like their peers. Provide targeted interventions to unduplicated pupils that will include: (TK-5) Utilize credentialed Intervention Teachers for push-in and pull-out support before, during and after school intervention and to service students in the Reading Lab. Summer Academy for additional instruction and skill development. (6-8) Utilize credentialed Intervention Teachers to provide support in ELA and Math through intervention classes, summer bridge courses and Saturday academies. Provide opportunities for academic help through homework club after school. Students also have access 24/7 to online tutoring. Provide students access to period 0 Academy classes for ELA and Math.	$921,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(9-12) Utilize credentialed Intervention Teachers for before and afterschool intervention, Griffin Lab, Saturday Academies, A-G math support, summer school and online tutoring. (K-8) - Online Reading and Math support. Based on experience and research, the District has determined the implementation of targeted interventions is an effective use of funds as it provides students with additional supports and opportunities to meet grade level standards. Targeted interventions allow unduplicated pupils to receive alternate delivery models, a second dose or small group targeted instruction to master content. Interventions can be in any content area and looks different for each student. Research from many universities support this for example Boston College, Stanford and Challenge success, which is a program the district is implementing. Research is pulled directly from articles in the Marshall Memo. The District is supporting this action with Learning Recovery Block Grant (LREBG) funds. We plan to spend approximately $371,814 of the LREBG funds during the 26-27 school year.		
1.5	English Language Arts (ELA) Support	Support unduplicated pupils (EL, FY, SED) with ELA Instruction by: • Training classroom teachers and intervention teachers on supplemental intervention materials • Provide in-class coaching and training by Elementary TOSA • Secondary ELA TOSA's • Provide students with access to Edgenuity English in the Skills Lab at LAHS • Access to online reading practice: • Provide students in grades 3-8 with additional reading intervention • AMIRA • Provide students with curriculum that is aligned with the CCSS and integrated ELD standards. • Grade level meetings and trainings for articulation to support the District's English Language Arts textbook (TK-5) These services will enable EL students to access Common Core State	$197,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Standards and ELD standards for purposes of gaining knowledge and English Language proficiency. Based on experience and research, the District has determined the implementation of targeted ELA interventions is an effective use of funds as it provides students with additional supports and opportunities to meet grade level standards. Research is pulled directly from articles in the Marshall Memo.		
1.6	Math Support	Unduplicated students (EL, FY, SED) often struggle with reaching the same achievement rate as peers, therefore they are in need of additional math support to meet grade level standards like their peers. The District will support unduplicated pupils with Math instruction by: • Training classroom teachers in Cognitively Guided Instruction (CGI) at the elementary level by the way of a Math TOSA • Provide students access to Edgenuity Math courses in the Skills Lab at LAHS • Provide in-class Math coaching to classroom teachers by the way of Math TOSA • Online Math practice • (K-5) - Reflux Math & ST Math • (6-12) - Delta Math Based on experience and research, the District has determined the implementation of targeted math interventions is an effective use of funds as it provides students with additional supports and opportunities to meet grade level standards. Targeted math support allow unduplicated pupils to receive alternate a second dose of instruction, small group targeted instruction or a different strategy to master content. Interventions can be in any content area and looks different for each student. Research from many universities support this for example Boston College, Stanford and Challenge success, which is a program the district is implementing. Research is pulled directly from articles in the Marshall Memo.	$220,309.00	Yes
1.7	Instructional Support Services	Unduplicated students (EL, FY, SED) often struggle with having access to the same resources, supplies and programs as peers, therefore they are in	$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		need of additional support and service to gain opportunities and access like their peers. The District will support unduplicated pupils with Math instruction by: Foster Youth students in the following way: • Foster Youth students supported by District's Foster Youth Liaison through a partnership with CASA Youth Shelter • Foster Youth Liaison ensures Foster Youth students have the necessary school supplies • Foster Youth Liaison ensures Foster Youth Students are provided access to transportation and extracurricular activities • Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216. Research shows that it only takes one caring adult to make the difference in a students life, therefore allowing adults to assist students with support services. This is the best use of funds as it provides students with a network of adults who can mentor and support unduplicated pupils which leads to success in school. It also helps promote student self-efficacy which their is a lot of research about. Research is found in Challenge Success as well as articles in the Marshall Memo.		
1.8	Enhanced Supports for Students	Provide additional support and accommodations for students with disabilities by: • Providing professional development for staff in the areas of supporting students with dyslexia • Enhance students current support and accommodations with the implementation of educational technology programs such as Co-writer, Snap and Read, Jaws and Book Share • Provide access to a Dyslexia curriculum to support students	$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Exemplary Student Outcomes	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Los Alamitos USD is committed to advancing teaching and learning through our local control accountability plan, aligned with the District Board Priority Goal #1: passionately pursuing academic excellence for all students. Los Alamitos USD has a longstanding tradition of academic success, and our educational partners have consistently emphasized the importance of student achievement as a critical area for ongoing improvement and aspiration for their children. To achieve continued success in student outcomes, we have outlined several strategic actions.

We use the MAP Growth Assessment to closely monitor and assess student progress. Regular collaboration sessions for teachers will be facilitated to discuss student performance data and adjust instructional strategies accordingly, improving the accuracy of tracking student progress and enabling more targeted instructional interventions. Additionally, we aim to increase the A-G completion rate by providing extra academic support and resources, ensuring more students meet the A-G requirements necessary for UC/CSU eligibility. This will include targeted tutoring programs and workshops focused on A-G course subjects, ultimately increasing college readiness and post-secondary opportunities for our students.

Furthermore, we plan to enhance participation in Advanced Placement (AP) courses, Career Technical Education (CTE) programs, and Dual Enrollment opportunities by expanding access and offering professional development for teachers to effectively deliver these courses and programs. This will result in a broader range of academic and career pathways for students. We will also continue and expand the co-teaching model to support diverse learning needs in the classroom, providing ongoing training and resources for co-teaching pairs to optimize instructional practices. This initiative aims to improve instructional quality and student engagement, leading to better academic outcomes for all students, including those with special needs.

Finally, we will expand CTE programs by developing new courses that align with emerging industry trends and student interests. Strengthening partnerships with local businesses and community colleges will provide real-world learning experiences and internships, enhancing job readiness and equipping students with practical skills for future careers. Through these strategic actions, Los Alamitos USD is dedicated to sustaining and enhancing its academic excellence, ensuring that every student has the opportunity to achieve their highest potential. Our commitment to continuous improvement and stakeholder engagement will drive the success of these initiatives, ultimately leading to measurable gains in student performance and preparation for future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Benchmark Results (District Benchmark #2, grades 3-8)	(March 2024) Grades 3-5: ELA - 74.3% of students meet or exceed standards UPP (FY,EL,SED) - 61.7% meet or exceeds standards Math - 78.3% of students meet or exceed standards UPP (FY,EL,SED) - 68.3% meet or exceeds standards Grades 6-8: ELA - 71.4% of students meet or exceed standards UPP (FY,EL,SED) - 67.5% meet or exceeds standards Math - 61.1% of students meet or exceed standards UPP (FY,EL,SED) - 46.7% meet or exceeds standards	District Benchmarks were not administered this year, they were replaced by the MAP Growth Assessment	District Benchmarks were not administered this year, they were replaced by the MAP Growth Assessment in 24-25.	Grades 3-5: ELA - 76% of students meet or exceed standards UPP (FY,EL,SED) - 63% meet or exceeds standards Math - 80% of students meet or exceed standards UPP (FY,EL,SED) - 70% meet or exceeds standards Grades 6-8: ELA - 73% of students meet or exceed standards UPP (FY,EL,SED) - 69% meet or exceeds standards Math - 63% of students meet or exceed standards UPP (FY,EL,SED) - 48% meet or exceeds standards	N/A Metric was replaced with Metric 2.16
2.2	CAASPP Results (grade 11)	(2023) ELA - 79% of students meet or exceed standards	(2024) ELA - 79.7% of students meet or exceed standards	(2025) ELA - 72.9% of students meet or exceed standards	ELA - 82% of students meet or exceed standards	ELA - decrease of 6.1% UPP: decrease of 7.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPP: 68% meet or exceed standards EL: 37.4 points above standard FY: Less than 11 students, no data on dashboard SED: 36.4 points above standard Math - 47% of students meet or exceed standards UPP: 34% meet or exceed standards EL: 23.8 points above standard FY: Less than 11 students, no data on dashboard SED: 4.4 points above standard	UPP: 66.7% meet or exceed standards EL: 39.6 points above standard FY: Less than 11 students, no data on dashboard SED: 38.1 points above standard Math - 49.9% of students meet or exceed standards UPP: 37.9% meet or exceed standards EL: 11.4 points above standard FY: Less than 11 students, no data on dashboard SED: 8.6 points above standard	UPP: 60.1% meet or exceed standards EL: 14.2 points above standard FY: No performance color on dashboard, only 11 students SED: 28.2 points above standard Math - 45.7% of students meet or exceed standards UPP: 26.5% meet or exceed standards EL: 10.2 points above standard FY: Less than 11 students, no data on dashboard SED: 75.1 points below standard	UPP: 71% meet or exceed standards EL: 39 points above standard FY: Less than 11 students, no data on dashboard SED: 38 points above standard Math - 50% of students meet or exceed standards UPP: 37% meet or exceed standards EL: 28 points above standard FY: Less than 11 students, no data on dashboard SED: 7 points above standard	EL: decrease of 23.2 points above standard FY: Less than 11 students, no data on dashboard SED: decrease of 8.2 points above standard Math - decrease of 1.3% UPP: decrease of 7.5% EL: decrease of 13.6 points above standard FY: Less than 11 students, no data on dashboard SED: decrease of 79.5 points above standard
2.3	A-G Completion Rate	(2022-2023) A-G completion rate was 79.6% UPP: A-G completion rate was 61.5%	(2023-2024) A-G completion rate was 81.2% UPP: A-G completion rate was 62.5%	(2024-2025) A-G completion rate was 82.76% UPP: A-G completion rate was 70.45%	81% A-G completion UPP: 65% A-G completion	A-G completion rate: Increase of 3.16% UPP: A-G completion rate: Increase of 8.95%
2.4	AP Course Completion	(2022-2023) 41.2% completed at least one AP course UPP: 26.9% completed at lease one AP course	(2023-2024) 42.3% completed at least one AP course	(2024-2025) 42.7% completed at least one AP course	43% completed at least one AP course UPP: 28% completed at lease one AP course	Completed at least one AP course: Increase of 1.5% Completed at lease one AP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-2023) 88.6% of students passed an AP exam with a score of 3 or higher	UPP: 29.8% completed at lease one AP course (2023-2024) 88.3% of students passed an AP exam with a score of 3 or higher	UPP: 29.4% completed at lease one AP course (2024-2025) 88.9% of students passed an AP exam with a score of 3 or higher	90% of students passed an AP exam with a score of 3 or higher	course: Increase 2.5% Students passed an AP exam with a score of 3 or higher: Increase of 0.3%
2.5	CTE Course Completion	(2022-2023) 39.7% of students completed at least one CTE course UPP: 42.3% of students completed at least one CTE course	(2023-2024) 46.1% of students completed at least one CTE course UPP: 45.3% of students completed at least one CTE course	(2024-2025) 48.3% of students completed at least one CTE course UPP: 47.2% of students completed at least one CTE course	41% of students completed at least one CTE course UPP: 44% of students completed at least one CTE course	Students completed at least one CTE course: Increase of 8.6% Students completed at least one CTE course: Increase of 4.9%
2.6	Dual Enrollment Completion	(2022-2023) 26 students completed a dual enrollment course	(2023-2024) 59 students completed a dual enrollment course	(2024-2025) 46 students completed a dual enrollment course	40 students completed a dual enrollment course	Increase of 20 students
2.7	Seal of Biliteracy	(2022-2023) 41.4% of graduating seniors qualified for the Seal of Biliteracy	(2023-2024) 40% of graduating seniors qualified for the Seal of Biliteracy	(2024-2025) 46.4% of graduating seniors qualified for the Seal of Biliteracy	43% of graduating seniors qualified for the Seal of Biliteracy	Increase of 5%
2.8	English Proficiency	(2022-2023) 40% of students improved by one level or more on the ELPAC	(2023-2024) 61.6% of students improved by one level or more on the ELPAC	(2024-2025) 76.6% of students improved by one level or more on the ELPAC	41% of students improved by one level or more on the ELPAC	Increase of 36.6%
2.9	English Learner Reclassification Rate	(2022-2023) 23.5% of students were reclassified as an English Learner (RFEP)	(2023-2024) 27.6% of students were reclassified	(2024-2025) 23.8% of students were reclassified	25% of students were reclassified as an English Learner (RFEP)	Increase of 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			as an English Learner (RFEP)	as an English Learner (RFEP)		
2.10	College Preparedness	(2022-2023) EAP ELA 29.3% scored Conditionally Ready 49.5% scored Ready (2022-2023) EAP Math 24.1% scored Conditionally Ready 22.8% scored Ready	(2023-2024) EAP ELA 31.5% scored Conditionally Ready 48.2% scored Ready (2023-2024) EAP Math 25.1% scored Conditionally Ready 24.8% scored Ready	(2024-2025) EAP ELA 32.8% scored Conditionally Ready 40.1% scored Ready (2024-2025) EAP Math 24.8% scored Conditionally Ready 20.9% scored Ready	EAP ELA 31% scored Conditionally Ready 51% scored Ready EAP Math 25% scored Conditionally Ready 24% scored Ready	EAP ELA Conditionally Ready: Increase of 3.5% Ready: Decrease of 9.4% EAP Math Conditionally Ready:Increase of 0.7% Ready:Increase of 1.9%
2.11	A-G & CTE Completion	(2022-2023) 59% of students completed A-G requirements and a CTE course	(2023-2024) 49.9% of students completed A-G requirements and a CTE course	(2024-2025) 58.6% of students completed A-G requirements and a CTE course	61% of students completed A-G requirements and a CTE course	Decrease of 0.4%
2.12	CAASPP Results (Grades 3-5)	(2023) ELA - 81% of students meet or exceed standards UPP: 66% meet or exceed standards EL: 37.4 points above standard FY: Less than 11 students, no data on dashboard SED: 36.4 points above standard	(2024) ELA - 80% of students meet or exceed standards UPP: 70.2% meet or exceed standards EL: 39.6 points above standard FY: Less than 11 students, no data on dashboard SED: 38.1 points above standard	(2025) ELA - 77.6% of students meet or exceed standards UPP: 59.5% meet or exceed standards EL: 14.2 points above standard FY: Less than 11 students, no data on dashboard SED: 25.8 points above standard	ELA - 83% of students meet or exceed standards UPP: 70% meet or exceed standards EL: 39 points above standard FY: Less than 11 students, no data on dashboard SED: 38 points above standard	ELA: Decrease of 3.4% UPP: Increase of 6.5% EL: Decrease of 23.2 points FY: Less than 11 students, no data on dashboard SED: Decrease of 10.6 points Math: Decrease of 4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math - 79% of students meet or exceed standards UPP: 63% meet or exceed standards EL: 23.8 points above standard FY: Less than 11 students, no data on dashboard SED: 4.4 points above standard	Math - 76.6% of students meet or exceed standards UPP: 59.2% meet or exceed standards EL: 11.4 points above standard FY: Less than 11 students, no data on dashboard SED: 8.6 points above standard	Math - 74.5% of students meet or exceed standards UPP: 56.3% meet or exceed standards EL: 10.2 points above standard FY: Less than 11 students, no data on dashboard SED: 9.9 points above standard	Math - 81% of students meet or exceed standards UPP: 66% meet or exceed standards EL: 28 points above standard FY: Less than 11 students, no data on dashboard SED: 7 points above standard	UPP: Decrease of 6.7% EL: Decrease of 13.6 points FY: Less than 11 students, no data on dashboard SED: Increase of 5.5 points
2.13	CAASPP Results (Grades 6-8)	(2023) ELA - 76% of students meet or exceed standards UPP: 63% meet or exceed standards EL: 37.4 points above standard FY: Less than 11 students, no data on dashboard SED: 36.4 points above standard Math - 62% of students meet or exceed standards UPP: 44% meet or exceed standards EL: 23.8 points above standard FY: Less than 11 students, no data on dashboard	(2024) ELA - 77.1% of students meet or exceed standards UPP: 63.9% meet or exceed standards EL: 39.6 points above standard FY: Less than 11 students, no data on dashboard SED: 38.1 points above standard Math - 60.5% of students meet or exceed standards UPP: 40% meet or exceed standards EL: 11.4 points above standard	(2025) ELA - 74.5% of students meet or exceed standards UPP: 60% meet or exceed standards EL: 14.2 points above standard FY: Less than 11 students, no data on dashboard SED: 25.8 points above standard Math - 61.4% of students meet or exceed standards UPP: 40.7% meet or exceed standards EL: 10.2 points above standard	ELA - 78% of students meet or exceed standards UPP: 66% meet or exceed standards EL: 39 points above standard FY: Less than 11 students, no data on dashboard SED: 38 points above standard Math - 64% of students meet or exceed standards UPP: 47% meet or exceed standards EL: 28 points above standard FY: Less than 11 students, no data on dashboard	ELA : Decrease of 1.5% UPP: Decrease of 3% EL: Decrease of 23.2 points FY: Less than 11 students, no data on dashboard SED: Decrease of 10.6 points Math: Decrease of 0.6% UPP: Decrease of 3.3% EL: Decrease of 13.6 points FY: Less than 11 students, no data on dashboard SED: Increase of 5.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 4.4 points above standard	FY: Less than 11 students, no data on dashboard SED: 8.6 points above standard	FY: Less than 11 students, no data on dashboard SED: 9.9 points above standard	SED: 7 points above standard	
2.14	Co-Taught Classes	(2023-2024) (TK-5) - 3 classrooms (6-8) - 14 sections (9-12) - 21 sections	(2024-2025) (TK-5) - 1 classroom (6-8) - 14 sections (9-12) - 20 sections	(2025-2026) (TK-5) - 1 classroom (6-8) - 9 sections (9-12) - 20 sections	(TK-5) - 4 classrooms (6-8) - 15 sections (9-12) - 22 sections	(TK-5) - Decrease of 2 classrooms (6-8) - Decrease of 5 sections (9-12) - Decrease in 1 section
2.15	Long Term English Learners	(2023-2024) 42 Long Term English Learners	(2024-2025) 74 Long Term English Learners	(2025-2026) 74 Long Term English Learners	30 Long Term English Learners	Increase of 32 students
2.16	(3-5) MAP Growth Assessment (Middle of Year Data)	(2024-2025) ELA - 70.91% of students meet or exceed standards UPP: 56.37% meet or exceed standards EL: 27.08% meet or exceed standards SED: 57.78% meet or exceed standards Math - 71.86% of students meet or exceed standards UPP: 53.67% meet or exceed standards EL: 43.75% meet or exceed standards SED: 54.60% meet or exceed standards	(2024-2025) ELA - 70.91% of students meet or exceed standards UPP: 56.37% meet or exceed standards EL: 27.08% meet or exceed standards SED: 57.78% meet or exceed standards Math - 71.86% of students meet or exceed standards UPP: 53.67% meet or exceed standards EL: 43.75% meet or exceed standards	(2025-2026) ELA - 80.4% of students meet or exceed standards UPP: 65.8% meet or exceed standards EL: 48.2% meet or exceed standards SED: 68% meet or exceed standards Math - 80.8% of students meet or exceed standards UPP: 64.7% meet or exceed standards EL: 80.4% meet or exceed standards	ELA - 75% of students meet or exceed standards UPP: 60% meet or exceed standards EL: 32% meet or exceed standards SED: 60% meet or exceed standards Math - 75% of students meet or exceed standards UPP: 60% meet or exceed standards EL: 45% meet or exceed standards SED: 57% meet or exceed standards	ELA - 9.49% increase UPP: 9.43% increase EL: 21.12% increase SED: 10.22% increase Math - 8.94% increase UPP: 11.03% increase EL: 36.65% increase SED: 10.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 54.60% meet or exceed standards	SED: 64.9% meet or exceed standards		
2.17	(6-8) MAP Growth Assessment (Middle of Year Data)	(2024-2025) ELA - 70.6% of students meet or exceed standards UPP: 57.1% meet or exceed standards EL: 4.8% meet or exceed standards SED: 59.9% meet or exceed standards Math - 72.9% of students meet or exceed standards UPP: 54.8% meet or exceed standards EL: 22.7% meet or exceed standards SED: 57.2% meet or exceed standards	(2024-2025) ELA - 70.6% of students meet or exceed standards UPP: 57.1% meet or exceed standards Math - 72.9% of students meet or exceed standards UPP: 54.8% meet or exceed standards	(2025-2026) ELA - 77.6% of students meet or exceed standards UPP: 66.9% meet or exceed standards EL: 35.7% meet or exceed standards SED: 68.4% meet or exceed standards Math - 79.7% of students meet or exceed standards UPP: 66.3% meet or exceed standards EL: 48.3% meet or exceed standards SED: 66.6% meet or exceed standards	ELA - 75% of students meet or exceed standards UPP: 60% meet or exceed standards EL: 15% meet or exceed standards SED: 65% meet or exceed standards Math - 75% of students meet or exceed standards UPP: 59% meet or exceed standards EL: 30% meet or exceed standards SED: 65% meet or exceed standards	ELA - 7% increase UPP: 9.8% increase EL: 30.9% increase SED: 8.5% increase Math - 6.8% increase UPP: 4.2% increase EL: 25.6% increase SED: 9.4% increase

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of actions to achieve our articulated goals was met with both significant successes and key challenges. This was the fist full year of implementation since the transition from our district-created benchmark assessments to the MAP Growth assessment. To support the full-implementation grades 2-12, the District supported teachers by providing two data collaboration days per grade level. These days allowed the District to review assessment data with teachers and allow teachers time to analyze data and structure intervention groups. This

change, along with explicit changes in instructional practices, was a refection of the CAASPP Data from 2025 as we saw a decrease across all areas. The District would like to highlight the growth in student performance on the MAP Growth assessment from 2024 to 2025 with almost a 10% growth. This shows the dedication our teachers have to teaching and learning.

The District saw an increase in ELPAC scores, with more students reclassifying, despite declining enrollment, therefore validating the effectiveness of our targeted supports. Additionally, CTE course completion rates improved, reflecting greater student engagement in college- and career-readiness pathways.

However, challenges remain. Despite gains in EL performance, we experienced an increase in the number of Long-Term English Learners (LTELs), indicating a continued need for earlier interventions. While CTE completion rates improved, we also saw an increase in A-G course completion rates as well as seal of biliteracy and dual enrollment.

We did not make any changes to our planned actions outlined in the adopted LCAP.

Overall, we achieved important successes — particularly in EL achievement, CTE participation and A-G.

The District is proud to report that all of the actions and metrics within goal 2 have been proven to be effective with the exception of the District Benchmarks which were removed in 2025. This was the first full year of implementation for the MAP growth assessment and used a new intervention model for students with the Academy at the middle school level. We also continued to provide support in ELA and Math. The effectiveness of all the metrics in goal 2 align with exemplary student outcomes as they all go hand in hand and prepare students for success and unlimited possibilities.

In 2025, one metric that the District did deem to not be effective was the District Benchmarks, which is why we replaced them with the MAP Growth Assessment. Our year 2 outcome data from all metrics, besides the benchmarks, were at a successful implementation level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The biggest difference we saw between the budgeted expenditures and estimated actual expenditures in goal 2 was with actions 2.1 District Benchmarks and Collaboration. In action 2.1 we spent about $82,000 less than we budgeted. This was due to using Educator Effectiveness funds for PD since those funds expire this year.

Other material differences were in actions 2.3 and 2.4. In action 2.3, less subs were needed for AP days and because funds from the Educator Effectiveness grant were used because they have an expiration date. Lastly, for action 2.4, less was spent because we intentionally reduced the number of co-taught sections in the district.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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We did not make any changes to our planned actions outlined in the adopted LCAP.

Overall, we achieved important successes — particularly in EL achievement, CTE participation and A-G.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

On the 2025 dashboard we saw an decrease in a few areas. Based on this, the District made intentional changes to assessments and interventions to support students instructional needs and to improve outcomes for students. We did add the Academy at the middle school levels to target specific students and provide a very structured period 0 class to provide intervention. This allows students to be met where their needs are and we have seen adequate student progress. The goal is to have better data for teachers to inform instruction.

In 2025, the District removed the District Benchmark metric and the addition of the MAP Growth Assessment was the only change to goal 2. Metrics 2.16 and 2.17 were added and Metric 2.1 was removed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Benchmarks & Collaboration	Administer the MAP Growth Assessment three times a year and provide collaboration time for teachers. This would include collaboration time for teachers to review common assessments. In addition, teachers would be provided time for small group and targeted instruction as well as push in support from intervention teachers and cut point analysis of student performance on benchmarks. In the 24-25 school year the District transitioned to the MAP Growth assessment which will replace the custom benchmarks. The District will use the MAP assessment for collaboration and in the same capacity as the custom benchmarks. Metrics to support: 2.16, 2.17	$20,000.00	No
2.2	Increase A-G Completion & College Readiness	The actions listed below are principally directed toward unduplicated students (EL, FY, SED) by addressing specific barriers and providing targeted support to ensure these students have equitable access to A-G courses and college readiness resources. For unduplicated pupils this includes providing counseling and information sessions in these areas that other students do not have access to. Increase A-G completion by: • Promote District-wide College Days PK-12 These events will include tailored activities and resources specifically designed for unduplicated students and their families to increase awareness and understanding of college pathways. • Edgenuity course offerings (remediation and initial credit) Offering remedial courses specifically designed to support unduplicated students who may have fallen behind, providing them with additional opportunities to catch up and meet A-G requirements. • College & Career Guidance (8-12) Providing dedicated college and career counseling for unduplicated students, addressing their unique challenges and aspirations. Allocating additional resources such as workshops and individual counseling sessions to guide unduplicated students through the college application process. • CCGI & You Science	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Allocating additional resources such as workshops and individual counseling sessions to guide unduplicated students through the college application process. • UC Compass (transcript analysis) Regular analysis of transcripts for unduplicated students to ensure they are on track for A-G completion and to provide timely interventions if they are not. Developing personalized academic plans based on transcript analysis to address the specific needs of unduplicated students • Griffin Connections for students in grades 10-12 • College Information Nights Hosting college information nights with a focus on accessibility for unduplicated students and their families, including translation services and culturally relevant information. • College Aid Pro (Financial Aid) Offering workshops that specifically address the financial aid needs and challenges faced by unduplicated students, including filling out FAFSA and scholarship applications. • Work Based Learning Ensuring unduplicated students have access to internships and work-based learning opportunities that may otherwise be inaccessible due to socio-economic barriers. Developing career readiness programs that are specifically designed to equip unduplicated students with the skills and experiences needed to succeed in the workforce. Research shows that by providing additional supports to students and educating families about A-G, students will have more opportunities as they leave high school. With only 70% of unduplicated students completing A-G classes, the district sees a need to put additional resources in this area to support unduplicated students as the overall A-G completion rate for all students is 82% Research supports A-G completion as it provides all students, including unduplicated pupils, with additional opportunities and potentially additional grants or funding for post secondary institutions. Research is pulled directly from articles in the Marshall Memo.		
2.3	Increase AP Access & Dual Enrollment	The actions listed below are principally directed toward unduplicated students (EL, FY, SED) by addressing specific barriers and providing targeted support to ensure these students have equitable access to AP	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		courses and Dual Enrollment. For unduplicated pupils this includes providing direct outreach regarding education on what the programs offer and assistance is registering for these programs. Increase AP access for all students in grades 9-12 by: • Offering the PSAT to all 10th grade students at no cost by providing the PSAT at no cost, we eliminate financial barriers that often prevent socioeconomically disadvantaged students from participating in this preparatory exam. This early exposure helps identify academic strengths and areas for improvement, particularly benefiting students who may lack access to test preparation resources outside of school. For English learners and foster youth, this initiative provides a structured and supportive testing environment, ensuring that they have the same opportunities to prepare for AP courses as their peers. • Utilizing Pre-AP data from PSAT results Analyzing PSAT results allows educators to identify and support unduplicated students who demonstrate potential for success in AP courses. Targeted interventions can then be developed to address specific learning needs, such as additional tutoring or tailored instructional strategies for English learners, thereby increasing their readiness and confidence to enroll in AP classes. • Cover costs for AP exams for students who receive free/reduced lunch Covering the costs of AP exams removes a significant financial obstacle for socioeconomically disadvantaged students, ensuring that all students, regardless of their financial situation, can take advantage of the college credit opportunities provided by successful AP exam performance. This policy directly supports unduplicated students by alleviating the burden of exam fees, which can be a deterrent to participation in AP courses. • Professional Development for AP teachers Providing professional development for AP teachers equips them with strategies to effectively teach and support a diverse student body, including unduplicated students. Training may include teaching practices, differentiated instruction techniques, and methods to support English learners and foster youth. Well-prepared teachers can create an inclusive classroom environment that addresses the varied needs of unduplicated students, fostering their academic success in AP courses.		

Action #	Title	Description	Total Funds	Contributing
		• Dual Enrollment Dual enrollment programs offer unduplicated students the opportunity to earn college credits while still in high school, reducing the time and cost needed to complete a college degree. These programs can be particularly beneficial for socioeconomically disadvantaged students by providing access to college-level coursework and experiences without the associated financial burdens. Dual enrollment also helps foster youth and English learners by offering structured, supportive environments where they can develop the skills and confidence needed for postsecondary success. Research and experience show that to open AP course access you also need to provide supports to students to make them accessible. With only 29% of unduplicated students completing an AP class, the District supports providing additional resources to unduplicated pupils and believes this is an effective use of funds. Research supports students experiencing at least one AP class as it provides students with essential time management and study skills needed for college and career success. Research is pulled directly from articles in the Marshall Memo.		
2.4	Co-Teaching Model	Maintain co-teaching classes and sections in addition to providing professional development to teachers working in a co-teach model to directly support unduplicated pupils(EL, FY, SED). Professional Development for teachers to provide best first instruction for students in a classroom of varying cognitive abilities. By providing co-taught sections both al students directly benefit as it allows a lower class ratio and more opportunities for students to get individualized instruction. This is a benefit for general education students as well as students with disabilities as it provides smaller class sizes. It also benefits our unduplicated student population as they historically perform below the national norm, so by providing two teachers it provides additional opportunities for students. Research shows that by providing an additional teacher to a classroom in addition to a lower student teacher ratio, students will receive additional supports and therefore perform better. The District feels this directly supports unduplicated pupils as this student population in underrepresented within the career industry for the pathways offered and therefore is an effective use of funds. Without the co-taught class,	$882,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students would not have access to A-G courses and would not be be on track to graduate. Research supports A-G completion provides students with additional opportunities post secondary and also allows unduplicated pupils course access. Research is pulled directly from articles in the Marshall Memo.		
2.5	Career Technical Education (CTE) & STEAM	Unduplicated students (EL, FY, SED) often struggle with reaching the same achievement rate as peers, therefore they are in need alternative courses that provide more hands-on and industry specific to have access like their peers. When taking a CTE course unduplicated students are able to earn industry certificates that provide them access to jobs when they graduate high school. Career Technical Education and STEAM for unduplicated pupils at the secondary level by: • Continue to offer STEM units of study at the middle school with CTE teachers • Continue to offer career pathway courses in Engineering, Sports Medicine, Computer Science, Emergent Medical Technician, Video Production, Technical Theatre and Biomedical by CTE credentialed instructors • Coding and Robotics activities through STEAM (K-5) • STEAM Fairs • Before school CTE internship class for capstone students Implementation and expansion of new Medical Professional CTE Pathway. Implementation of CTE lessons to all elementary school sites. Going into 2026-207 we will be implementing a new Business Entrepreneurship pathway. Research and experience show that by providing students opportunities and exposure to work-based hands-on learning it connects them to school. It also improves academic success by engaging students in pathways. If you look at our data you will see more unduplicated students take at least one CTE course. This also aligns with the Governor's master plan for Career Education and research articles by the Institute of Education services and CTE Research Network.	$300,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	English Learner Supports	Unduplicated students (EL, FY, SED), specifically English Learners, often struggle with reaching the same achievement rate as peers, therefore they are in need of intervention to meet grade level standards like their peers. The District plans to provide support for English Learners (EL) by: • Increasing English Learner Aide Support that allows for small group and one on one support • Brain Pop EL • Lexia English • English 3D • Online translator services and programs Based on experience and research, the District has determined the implementation of targeted ELA interventions is an effective use of funds as it provides students with additional supports and opportunities to meet grade level standards. Research is pulled directly from articles in the Marshall Memo.	$59,947.00	Yes
2.7	Long Term English Learner (LTEL) Supports	Long Term English Learners (LTEL) will have access to the supports below in addition to prioritized support from our English Learner Instructional Aids and detailed monitoring by the Ed Services TOSA to make sure appropriate supports are in place. LTEL students will also have access to targeted interventions that provide them academic support and tools to pass the ELPAC and perform at grade level standards. Unduplicated students (EL, FY, SED), specifically Long Term English Learners, often struggle with reaching the same achievement rate as peers, therefore they are in need of intervention to meet grade level standards like their peers. Provide support for Long Term English Learners (LTEL's) by: • Increasing English Learner Aide Support that allows for small group and one on one support • Brain Pop EL • Lexia English • English 3D • Online translator services and programs • Ongoing monitoring to ensure students are progressing towards standards mastery • Targeted intervention designed to meet students needs	$5,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on experience and research, the District has determined the implementation of targeted ELA interventions is an effective use of funds as it provides students with additional supports and opportunities to meet grade level standards. Research is pulled directly from articles in the Marshall Memo.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Exemplary Connections	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal of enhancing teaching and learning within Los Alamitos USD is rooted in the comprehensive development of our students through the 4 A's: Academics, Athletics, Activities, and the Arts. This objective aligns with our Board District Priority Goals and has been shaped by extensive stakeholder feedback. Key areas of focus include the need for additional support in mental health and social-emotional well-being, a crucial aspect identified by our community. We are committed to implementing targeted interventions and resources to address these needs, ensuring every student feels supported and connected. Furthermore, we aim to boost parental involvement in both site and district committees, recognizing that active parental participation is vital for student success. Maintaining a positive and safe school climate is another priority, which involves continuous efforts to improve student attendance and foster an environment where all students can thrive. Through these comprehensive measures, we strive to create an inclusive and supportive educational experience that meets the diverse needs of our student body.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Students connected to school through extra-curricular activities using District metrics	(2022-2023) 82.3% of students participated in at least one extra-curricular activity UPP (SED,FY, EL): 68.8% California Healthy Kids Survey Data reports students perception on	(2023-2024) 86.2% of students participated in at least one extra-curricular activity UPP (SED,FY, EL): 75.74% California Healthy Kids Survey was	(2024-2025) 91.5% of students participated in at least one extra-curricular activity UPP (SED,FY, EL): 87.42% California Healthy Kids Survey has not been	84% of students participated in at least one extra-curricular activity UPP: 71% California Healthy Kids Survey Data reports students perception on feeling of	Increase of 9.2% UPP: Increase of 18.62%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		feeling of connected as 61% in middle school and 59% in high school based on the students who participated in the survey.	not administered in 2024-2025.	administered since 2022-2023.	connected as 68% in middle school and 62% in high school based on the students who participated in the survey.	
3.2	Graduation Rate	(2022-2023) 100% Graduation Rate CA Dashboard: 97.1% Graduation Rate	(2023-2024) Self Report: 100% Graduation Rate CA Dashboard: 96.1% Graduation Rate	(2024-2025) CA Dashboard: 97.9%	100% Graduation Rate	Increase of .8%
3.3	Dropout Rate	(2022-2023) Middle School dropout rate was 0% (no students) High School dropout rate was 1.99% (15 students)	(2023-2024) Middle School dropout rate was 0% (no students) High School dropout rate was 3.62% (29 students)	(2024-2025) Middle School dropout rate was 0% (no students) High School dropout rate was 2.3% (16 students)	Middle School dropout rate was 0% High School dropout rate was 1%	Middle School: No Change High School: Increase of 0.31%
3.4	Chronic Absenteeism	(2022-2023) 10.2% Chronic absenteeism rate (2023 Dashboard) Homeless Youth - 39.1% chronically absent (23 students) EL - 10.4% chronically absent SED - 18.9% chronically absent FY - 15.4% chronically absent	(2023-2024) 8.2% Chronic absenteeism rate (2024 Dashboard) Homeless Youth - 28.6% chronically absent (21 students) EL - 7.8% chronically absent SED - 13.4% chronically absent FY - 18.2% chronically absent (11 students)	(2024-2025) 10.1% Chronic absenteeism rate (2025 Dashboard) Homeless Youth - 22.7% chronically absent EL - 7.3% chronically absent SED - 13.4% chronically absent FY - 14.3% chronically absent (14 students)	8% Chronic absenteeism rate Homeless Youth - 35% chronically absent EL - 8% chronically absent SED - 16% chronically absent FY - 13% chronically absent	Chronic absenteeism rate: Decrease of 2% (2025 Dashboard) Homeless Youth - Decrease of 16.4% EL - Decrease of 3.1% SED - Decrease of 5.5% FY - Decrease of 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Suspension/Expulsion Rate	(2022-2023) 1.1% Suspension/Expulsion rate	(2023-2024) 1.3% Suspension rate 0.02% Expulsion rate	(2024-2025) 1.5% Suspension rate 0.00% Expulsion rate	1% Suspension/Expulsion rate	Suspension rate: Increase of 0.4% Expulsion rate: Decrease of 1.1%
3.6	Parent Engagement	(2023-2024) Offered approximately 59 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health. Topics are based on input from the annual survey. 28 parents participate on the District Advisory Committee (DAC) from the District's 9 schools in addition to teachers, administrators and students. The input from this committee aid in the decision making of the expenditure of the District's LCFF dollars that support unduplicated students.	(2024-2025) Offered approximately 44 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health. Topics are based on input from the annual survey. 46 parents participate on the District Advisory Committee (DAC) from the District's 9 schools in addition to teachers, administrators and students. The input from this committee aid in the decision making of the expenditure of the District's LCFF	(2025-2026) Offered approximately 36 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health. Topics are based on input from the annual survey. 47 parents participate on the District Advisory Committee (DAC) from the District's 9 schools in addition to teachers, administrators and students. The input from this committee aid in the decision making of the expenditure of the District's LCFF	Offer 65 parent nights for safety, special education, instructional practices, unduplicated students, advisory meetings and mental health. Topics are based on input from the annual survey. 35 parents participate on the District Advisory Committee (DAC) from the District's 9 schools in addition to teachers, administrators and students. The input from this committee aid int he decision making of the expenditure of the District's LCFF dollars that support unduplicated students.	Decrease of 23 nights Increase of 1 participant on DAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			dollars that support unduplicated students.	dollars that support unduplicated students.		
3.7	School Facilities	(2022-2023) Ensure school facilities are maintained, in good repair and updated as needed	(2024-2025) Ensure school facilities are maintained, in good repair and updated as needed	(2025-2026) Ensure school facilities are maintained, in good repair and updated as needed	Ensure school facilities are maintained, in good repair and updated as needed	No change - all in good repair
3.8	Attendance Rate	(2022-2023) 95.2% Attendance rate UPP: 94.1% Attendance Rate EL- 88.9% Attendance Rate SED- 88.2% Attendance Rate FY- 90% Attendance Rate	(2023-2024) 96.24% Attendance rate UPP: 94.7% Attendance Rate EL- 89.3% Attendance Rate SED- 88.3% Attendance Rate FY- 90% Attendance Rate	(2024-2025) 95.36% Attendance rate UPP: 94.55% Attendance Rate EL- 86.2% Attendance Rate SED- 89.0% Attendance Rate FY- 83.3% Attendance Rate	97% Attendance rate UPP: 95% Attendance Rate EL- 91% Attendance Rate SED- 91% Attendance Rate FY- 93% Attendance Rate	Attendance rate: Increase of 0.16% UPP Attendance Rate: Increase of 0.45% EL Attendance Rate: Decrease 2.7% SED Attendance Rate: Increase 0.8% FY Attendance Rate: Decrease 6.7%
3.9	Community Partners Annual Survey Re: Safety	(March 2024) 76.6% of Community Partners reported feeling physically and psychologically safe	(March 2025) 82.1% of Community Partners reported feeling physically and psychologically safe	(March 2026) 86.5% of Community Partners reported feeling physically and psychologically	80% of Community Partners reported feeling physically and psychologically safe	Increase of 9.9%
3.10	Weaver Elementary Chronic Absenteeism	(2023 Dashboard) Socioeconomically Disadvantaged - 23.3% chronically absent	(2024 Dashboard) Socioeconomically Disadvantaged -	(2025 Dashboard) Socioeconomically Disadvantaged -	Socioeconomically Disadvantaged - 20% chronically absent	Socioeconomically Disadvantaged - Decrease of 13.8% FY- no data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY- no data EL- 19% chronically absent	10.3% chronically absent FY- no data EL- 4% chronically absent	9.5% chronically absent FY- no data EL- 0% chronically absent	FY- no data EL- 17% chronically absent	EL- Decrease of 19%
3.11	McGaugh Chronic Absenteeism	(2023 Dashboard) Students with Disabilities - 25.5% chronically absent Two or More Races - 23.1% chronically absent EL- 15% chronically absent SED- 29.3% chronically absent FY- no data	(2024 Dashboard) Students with Disabilities - 16.5% chronically absent Two or More Races - 5% chronically absent EL- 21.1% chronically absent SED- 22.1% chronically absent FY- no data	(2025 Dashboard) Students with Disabilities - 17.2% chronically absent Two or More Races - 9.9% chronically absent EL- 18.2% chronically absent SED- 16.7% chronically absent FY- no data	Students with Disabilities - 22% chronically absent Two or More Races - 21% chronically absent EL- 13% chronically absent SED- 27% chronically absent FY- no data	Students with Disabilities - Decrease of 8.3% Two or More Races - Decrease of 13.2% EL- Increase of 3.2% SED- Decrease of 12.6% FY- no data
3.12	Los Alamitos Elementary Chronic Absenteeism	(2023 Dashboard) Students with Disabilities - 28.3% chronically absent White - 19.6% chronically absent EL-15.4% chronically absent SED- 21.4% chronically absent FY- no data	(2024 Dashboard) Students with Disabilities - 14.3% chronically absent White - 12.3% chronically absent EL - 5.8% chronically absent SED- 9% chronically absent FY- no data	(2025 Dashboard) Students with Disabilities - 12.9% chronically absent White - 9.2% chronically absent EL - 4.9% chronically absent SED- 10.2% chronically absent FY- no data	Students with Disabilities - 25% chronically absent White - 18% chronically absent EL-13% chronically absent SED- 19% chronically absent FY- no data	Students with Disabilities - Decrease of 15.4% White - Decrease of 10.4% EL - Decrease of 10.5% SED- Decrease of 11.2% FY- no data
3.13	Care Solace Data	Care Solace provides mental health services for students and supports students social emotional well-being. The usage data from 7/1/23 - 6/17/24 is below:	Care Solace provides mental health services for students and supports students social emotional well-being. The usage data from	Care Solace provides mental health services for students and supports students social emotional well-being. The usage data from	Maintain or Improve. Care Solace to provide appropriate support to students and families who are in need.	Total Communications: Decrease of 1,184 Total Cases: Decrease of 7 Total Appointments: Decrease of 17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total Communications: 4,862 Total Cases: 65 Total Appointments: 44 Total Anonymous Searches: 80 Data by unduplicated pupil group to be added for 24-25 school year as a baseline. The District will begin collecting UPP data in the Fall of 24-25.	7/1/24 - 4/16/25 is below: Total Communications: 3,436 Total Cases: 48 Total Appointments: 31 Total Anonymous Searches: 55 Data by unduplicated pupil group from 7/1/24 - 4/16/25. Total Communications: No Data Total Cases: 4 Total Appointments: 2 Total Anonymous Searches: No Data	7/1/25 - 5/15/26 is below: Total Communications: 3,678 Total Cases: 58 Total Appointments: 27 Total Anonymous Searches: 53 Data by unduplicated pupil group from 7/1/25 - 5/15/26. Total Communications: No Data Total Cases: 6 Total Appointments: 3 Total Anonymous Searches: No Data	Data by unduplicated pupil group to be added for 24-25 school year as a baseline. The District will begin collecting UPP data in the Fall of 24-25.	Total Anonymous Searches: Decrease of 27 Data by UPP group: N/A new metric in 25-26.
3.14	Strengths Survey	(2025-2026) Students feel safe at school - 82% agreed Student have supportive relationships - 90% agreed SED: 80% agreed EL: 62% agreed FY: 70% agreed	New metric in 2025-2026	(2025-2026) All Students: Students feel safe at school - 82% agreed All-Students: Student have supportive relationships - 90% agreed SED: 80% agreed EL: 62% agreed	Students feel safe at school - 83% agree Student have supportive relationships - 91% agree SED: 82% agree EL: 64% agree FY: 72% agree	New metric in 2025-206 no data to compare. New metric for 2026-2027

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				FY: 70% agreed		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the District feels that goal 3 was effectively implemented. In reviewing the metrics, we noticed an increase in student attendance and a decrease with chronic absenteeism, which was a focus for the District. We have been intentional in meeting with principals and providing supports. Care Solace data was able to be tracked in more depth this year and we were able to get more detailed information on unduplicated pupils. All of these metrics support the actions in goal 3 which is really focused on exemplary student connections. Student's social-emotional well-being and support from wellness counselors has made a big impact on students. In addition the behavioral support TOSA has been able to provide teachers with resources and tools to implement in the classroom to meet the needs of all students and them wanting to be at school.

The overall implementation of the actions to achieve the articulated goal has been successful, with notable progress made in key areas that directly impact student achievement and well-being. One of the most significant successes has been the increase in student connectivity, ensuring that all students have consistent access to necessary technological resources. This connectivity has played a vital role in supporting student learning and engagement.

Additionally, we are proud to report that we have achieved a nearly 100% graduation rate last year with two prior years we were at 100%. This is a clear indicator of the effectiveness of our academic interventions and student support systems. Chronic absenteeism has also decreased, reflecting improved student engagement and a stronger connection to school. Another major success is the increase in students reporting that they feel physically and psychologically safe at school, which speaks to our efforts in creating welcoming and inclusive school environments. Furthermore, in 2024-2025, Weaver School's exit from ATSI (Additional Targeted Support and Improvement) status highlights the positive outcomes of our targeted improvement strategies.

Despite these achievements, we recognize the slight decrease in the area of parent engagement. Although several initiatives were implemented to offer more parent nights, there was a slight decline the past two years. While some efforts were successful, such as offering virtual and in-person events and providing translated communications, participation rates remained lower than anticipated.

Throughout the implementation process, there were no substantive deviations from the planned actions outlined in goal 3. All major actions were implemented as described.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The biggest difference we saw between the budgeted expenditures and estimated actual expenditures in goal 3 was with actions 3.5, 3.6, and 3.7. In action 3.5 we spent about $139,000 more than we budgeted due to mental health staff salary increases. In action 3.6, we spent about $63,000 more than we budgeted to support the implementation of the Panarama platform. This difference was intentional as we aligned the LCAP expenditures into the correct action. These funds primarily support our Wellspaces and the Wellness Counselors which are written into action 3.5. In action 3.7 we spent about $101,000 more than we budgeted due to transportation cost increases.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The overall implementation of the actions to achieve the articulated goal has been successful, with notable progress made in key areas that directly impact student achievement and well-being. One of the most significant successes has been the increase in student connectivity, ensuring that all students have consistent access to necessary technological resources. This connectivity has played a vital role in supporting student learning and engagement.

Additionally, we are proud to report that we have achieved a nearly 100% graduation rate last year with two prior years we were at 100%. This is a clear indicator of the effectiveness of our academic interventions and student support systems. Chronic absenteeism has also decreased, reflecting improved student engagement and a stronger connection to school. Another major success is the increase in students reporting that they feel physically and psychologically safe at school, which speaks to our efforts in creating welcoming and inclusive school environments. Furthermore, in 2024-2025, Weaver School's exit from ATSI (Additional Targeted Support and Improvement) status highlights the positive outcomes of our targeted improvement strategies.

Despite these achievements, we recognize the slight decrease in the area of parent engagement. Although several initiatives were implemented to offer more parent nights, there was a slight decline the past two years. While some efforts were successful, such as offering virtual and in-person events and providing translated communications, participation rates remained lower than anticipated.

Throughout the implementation process, there were no substantive deviations from the planned actions outlined in goal 3. All major actions were implemented as described.

Overall, the District feels that goal 3 was effectively implemented. In reviewing the metrics, we noticed an increase in student attendance and a decrease with chronic absenteeism, which was a focus for the District. We have been intentional in meeting with principals and providing supports. Care Solace data was able to be tracked in more depth this year and we were able to get more detailed information on unduplicated pupils. All of these metrics support the actions in goal 3 which is really focused on exemplary student connections. Student's social-emotional well-being and support from wellness counselors has made a big impact on students. In addition the behavioral support TOSA has been able to provide teachers with resources and tools to implement in the classroom to meet the needs of all students and them wanting to be at school.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were minor changes in goal 3, one was the addition on unduplicated pupil metrics for Care Solace. The other was that the CA Healthy Kids Survey was not administered in 2024-2025, instead the District administered their own climate survey to students in grades 7 and 9.

One new addition in 2025-2026 was the addition of our strengths survey that was administered to all students in grades 4, 7 and 10. The results from this survey were added in goal 3 and reported out with the addition of metric 3.14.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement	Unduplicated students (EL, FY, SED) often struggle with reaching the same achievement rate as peers therefore it is imperative they are connected to school by participating in one or more activities. Research shows that unduplicated students who are connected to school perform at a higher level. Increase student engagement and connectedness at school sites for unduplicated pupils through the following: • All-District arts events • Club Activities at secondary sites • Partnering with LAEF and the Los Alamitos Youth Center for enrichment and extension • Promote athletics participation • Survey students regarding areas of interest to promote school connectedness • Attendance Incentives • Outreach to support student attendance • RULER - Emotional Intelligence grades (PK-5) Research shows that students that are connected to one or more activity while in school will perform better academically. With only 87.2% of unduplicated pupils participating in one or more activity, compared to all students with a participation rate of 91.48%, the District feels this is an effective use of funds because research shows students connection between students being connected to a campus and academic performance. Connecting students to school also improves graduation rates which is currently at 100% of students. This also aligns with research	$140,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on one caring adult in a students life and self efficacy. Research is pulled directly from articles in the Marshall Memo.		
3.2	Parent Engagement	Increase parent engagement and connectedness to school sites through: • Parent education and information nights • Involvement in District and school site committees Special Education Parent Participation through: • Community Advisory Committee (CAC) through the SELPA • District and Site PTA Special Education Parent Representative • PALS of Los Al • Griffriends event	$1,000.00	No
3.3	Student Safety	Increase measures for student safety under the Director of Student Services and Personnel. This includes: • Maintain and monitor physical security measures • Procedural uniformity and monitoring • Student and school site support • Updated and refined threat assessments and school site crisis response • Implementation of Restorative Practices and Cyber Safety • Parent, student and teacher surveys about sense of safety • Anonymous reporting system • 5 Star System grades 9-12 (out of class monitoring system)	$10,000.00	No
3.4	Healthy and Drug Free Learning Environment	Unduplicated students (EL, FY, SED) often struggle with having access to programs in their home life that foster a drug free environment as their peers, therefore they are in need of access to programs within the school day that support a healthy and drug free learning environment. Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Student Services. This includes: • Foster Youth and Homeless student supports • Reduce truancy rate (SART and SARB meetings) Use data to identify and intervene early with unduplicated students from these groups who are at risk of chronic absenteeism.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Maintain/Improve graduation and drop out rates • CPR, AED, First Aid and Narcan certifications • Nicotine Cessation Courses • JADE • Project Intervention The outlined initiatives above specifically address the unique needs of unduplicated students, who often face additional challenges and barriers in their educational journey. By providing targeted supports for unduplicated students, the program acknowledges and addresses their specific circumstances, offering resources tailored to their needs. The focus on reducing truancy rates through SART and SARB meetings, and using data to identify at-risk students, ensures early intervention for those who are chronically absent, with particular attention to unduplicated students who might be more vulnerable to absenteeism due to instability in their living situations. Programs like CPR, AED, First Aid, and Narcan certifications, as well as nicotine cessation courses, provide critical life skills and health supports that can be particularly beneficial for students from disadvantaged backgrounds. Initiatives such as JADE and Project Intervention offer further support, potentially addressing behavioral and emotional issues that unduplicated students might disproportionately encounter. Overall, these measures ensure a holistic approach to fostering a safe, healthy, and drug-free environment while being mindful of the distinct needs of unduplicated students, thereby promoting equity within the school system. Research shows that when students are provided resources and education around a healthy and drug free lifestyles, including attendance at school, they are more likely to make better choices. In 2025, the suspension rate was 1.5% which was an increase. This is an effective use of funds as it puts measures in place to hold students accountable for attendance and provides support and resources to unduplicated pupils. Students who attend school regularly perform better, have a less chance of dropping out of school and are connected, which is evident with a 100% graduation rate in 2023 and 2024. This is directly supported by student attendance research. Research is pulled directly from articles in the Marshall Memo.		

Action #	Title	Description	Total Funds	Contributing
3.5	Student Mental Health	Offered LEA-wide to in order to provide an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes: • Mental Health staff and supports • Support ongoing in-person and online counseling services • Student and Staff training on mental health awareness • Online monitoring for students in crisis • Implementation of Strength Survey through Panorama Provide mental health supports for all unduplicated pupils (EL, FY, SED) through services listed above as well as providing translation services and mental health professionals who are mindful of unduplicated students backgrounds and needs. By incorporating these specific measures, the District ensures that the unique needs of unduplicated students are met, addressing language barriers, cultural differences, and the specific stresses associated with economic disadvantage and foster care. This targeted approach helps create a more equitable support system that goes beyond generic mental health services provided to all students. Based on our District data from Care Solace as well as research, now more that ever students need additional supports for mental health to be able to successfully navigate academic and social situations. This is the most effective use of funds for unduplicated students as mental health supports have been identified for 17.5% of students in additional to other students. Mental Health post pandemic has been a concern for all school district across the country and continues to be an area of concern. Research is pulled directly from articles in the Marshall Memo.	$1,052,540.00	Yes
3.6	Student Social-Emotional Well-Being	Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes: • Implementation of Emotional Intelligence curriculum • Well Spaces at all school sites • SEL Teacher on Special Assignment (TOSA) • CARE Solace program	$103,750.00	No

Action #	Title	Description	Total Funds	Contributing
		• Behavior Intervention Teacher on Special Assignment (TOSA) Provide social-emotional well-being supports for all unduplicated pupils (EL, FY, SED) through services listed above. The initiative to enhance mental health services for students aims to create a supportive and inclusive environment, particularly addressing the distinct needs of unduplicated student groups. By implementing an Emotional Intelligence curriculum, schools can help these students develop crucial skills like self-awareness and resilience, which are essential for managing the unique stressors they may face. Well Spaces at all school sites provide safe havens where students can seek support and decompress, benefiting those who may lack stable or supportive environments outside of school. The inclusion of a Social-Emotional Learning (SEL) Teacher on Special Assignment ensures focused support in integrating SEL into the curriculum, addressing the specific emotional and social needs of unduplicated students. The CARE Solace program further supports these groups by facilitating access to mental health care, overcoming barriers to services that unduplicated students may encounter due to financial or logistical constraints. Additionally, a Behavior Intervention Teacher on Special Assignment assists in developing personalized behavior plans and interventions, addressing underlying emotional issues and promoting a supportive classroom environment. These measures collectively aim to foster a healthier and more secure school environment that actively supports the well-being and academic success of all students, particularly those facing unique challenges. Based on our District data as well as research, now more that ever students need additional supports for social emotional well-being to be able to successfully navigate academic and social situations. This is the most effective use of funds for unduplicated students as social-emotional supports have been identified for 17.5% of students in additional to other students. Social-emotional well-being post pandemic has been a concern for all school district across the country and continues to be an area of concern. Research is pulled directly from articles in the Marshall Memo. The District is supporting this action with Learning Recovery Block Grant (LREBG) funds. We plan to spend approximately $103,750 of the LREBG		

Action #	Title	Description	Total Funds	Contributing
		funds during the 26-27 school year. Metrics to support: 3.14, 3.13, 3.9, 3.8, 3.4, 3.3, 3.2		
3.7	Transportation	Provide transportation for pupils to and from school to help increase student attendance, specifically for unduplicated pupils (EL, FY, SED). Unduplicated pupils need access to a way to and from school to be able to access the academic setting. Unduplicated students often struggle with reaching the same achievement rate as peers, therefore they are in need of transportation at low or no cost like their peers. Research supports the transportation of students to and from school provides consistency and access to education and improves student attendance. The use of funds to provide transportation to and from school is an effective use of funds as it improves student attendance. There are many research articles that show student attendance at school correlates to improved performance. By providing transportation to and from school students have a better attendance rate and therefore perform better. Research is pulled directly from articles in the Marshall Memo.	$276,356.00	Yes
3.8	Attendance	Offered LEA-wide in order to provide supports to improve student attendance for unduplicated pupils (EL, FY, SED) by providing attendance incentives and built in supports for students. Provide students with resources to promote student attendance and connections to school. Research shows that by students being in school they are more likely to perform at a higher level. Students can not learn if they are not at school. Research from the Marshall Memo.	$0.00	No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,542,307	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.417%	0.000%	$0.00	3.417%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** Highly qualified and trained teachers on instructional practices to support struggling students. Professional development for teachers is tailored to include instructional strategies that are most effective for unduplicated students. This includes differentiated instruction, culturally responsive	All teachers need to be trained on instructional practices to support struggling students to assure they can access the curriculum and content. Provide professional development to staff to directly support unduplicated pupils including the following: • 5-Year Induction Program of signature practices for all year 1-5 teachers • Maintain and expand PD opportunities to include volunteer trainings throughout the	1.2, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teaching practices, and specialized methods for supporting English language acquisition and literacy development. By equipping teachers with these skills, we ensure that unduplicated students receive the targeted support they need to succeed academically. Analysis of student achievement data, local assessment results, classroom performance, and stakeholder feedback indicates a continued need to strengthen instructional practices that support struggling learners and ensure equitable access to grade-level curriculum for all students, particularly English learners, foster youth, and socioeconomically disadvantaged students. To improve outcomes for these student groups, teachers require ongoing professional learning, coaching, and collaboration opportunities focused on effective instructional strategies, differentiation, data analysis, and implementation of District-adopted curriculum and signature practices. Building teacher capacity through sustained professional development remains essential to meeting the diverse academic and social-emotional needs of unduplicated pupils and closing achievement gaps. 1.2, 2.2, 2.12, 2.13 **Scope:** LEA-wide	school year for all teachers on District instructional practices and programs • Provide demonstration lessons and in-class coaching for teachers by TOSAs in the area of District signature practices • Provide release days for District Benchmark collaboration • Provide professional development to support textbook adoptions The professional development initiatives outlined are specifically designed to address the unique needs of unduplicated student groups within the educational framework. The 5-Year Induction Program for year 1-5 teachers focuses on cultivating signature practices tailored to support diverse learners, ensuring that new educators are equipped with essential tools and strategies from the outset. The expansion of PD opportunities, including volunteer trainings throughout the school year, emphasizes the alignment with District instructional practices and programs, fostering a cohesive approach that can better accommodate the varying needs of unduplicated students. Additionally, the provision of demonstration lessons and in-class coaching by TOSAs (Teachers on Special Assignment) specifically in District signature practices offers targeted support to teachers, enhancing their ability to effectively reach and engage diverse student populations. Release days allocated for MAP Growth assessment collaboration further enable educators to refine their instructional approaches collaboratively, promoting a more inclusive learning environment. Together, these initiatives not only enhance professional growth but also	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		ensure that teaching practices are continuously refined to meet the diverse academic and socio-emotional needs of all students, particularly those from unduplicated backgrounds. This was 39 teachers in the 25-26 school year. Professional Development - Research shows that by providing teachers with high quality professional development and instructional strategies to support students, students will receive high quality instruction that is consistent among all school sites. Currently 100% (39 teachers) of year 1-5 teachers participate in a structured five year professional development program. Hanover Research has many studies that show by providing teachers with consistent professional development around unduplicated pupils you are able to create collaborative teams which will lead to attracting and retaining great teachers. The consistency of trained teachers in a classroom provide students a consistent education which leads to improved performance.	
1.3	**Action:** Educational Technology **Need:** Provide teachers with educational technology to support student learning. Due to UPP under performance in math an ELA compared to the all students group and stakeholder feedback indicate a continued need to strengthen teachers' capacity to effectively integrate educational technology into instruction to support student achievement, particularly for unduplicated	Provides teachers with educational technology strategies and applications to support student learning. The educational technology provides teachers with reliable data to support instruction for studentsIn collaboration with the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction. This includes online subscriptions that support instruction for unduplicated pupils. The Ed Tech Coordinator also provides support to unduplicated pupils with data analysis from online programs used for intervention. Data collected is used to inform instruction. Unduplicated pupils benefit	1.2 & 1.6, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pupils. Teachers require ongoing professional learning and coaching in the use of instructional technology tools, digital resources, and data systems to enhance classroom instruction, monitor student progress, and provide targeted intervention. Unduplicated pupils benefit from access to technology-based supports that provide immediate feedback on standards mastery, individualized learning opportunities, and online tutoring resources. Additionally, there is a need to build staff capacity in the effective and responsible use of emerging technologies, including artificial intelligence, to improve teaching and learning outcomes. Continued support from the Educational Technology Coordinator ensures educators can utilize data from intervention and instructional programs to inform decision-making and provide differentiated support to meet the needs of all learners. 1.2 & 1.6, 2.2, 2.12, 2.13 **Scope:** LEA-wide	from the outcomes provided through Ed Tech as it provides immediate feedback to students on progress towards standards. It also provides students with creative solutions on how to get help with coursework including individualized online tutoring. The Ed Tech Coordinator is also leading the AI Teaching and Learning Committee beginning in the 25-26 school year. Research shows that by providing teachers with access to online instructional resources as well as detailed data on the online instructional resources students are accessing, they are able to create small groups and targeted intervention to support student success. Research referenced above is in regards to targeted small group instruction. In regards to small group instruction, unduplicated pupils are able to receive small group, or sometimes one on one support in an area of growth to master content areas. Research is pulled directly from articles in the Marshall Memo.	
1.4	**Action:** Academic Interventions **Need:** Students need access to interventions to support instructional practices and to assure students are at grade level.	Allows students to have access to before, during and after-school intervention to support their learning and assure they are at grade level. It also provides students with an opportunity to have access to instruction during the summer so students do not regress. Unduplicated students often struggle with reaching the same achievement rate as peers, therefore they are in	2.16, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on CAASPP and MAP data their is a need to provide target interventions to students. Unduplicated pupils continue to demonstrate achievement gaps when compared to their peers and require additional academic support to meet grade-level standards. These students benefit from targeted intervention opportunities provided before, during, and after the school day to address learning gaps, reinforce essential skills, and increase access to grade-level curriculum. In addition, access to summer learning opportunities is necessary to reduce learning loss and prevent regression during extended school breaks. Expanded intervention and enrichment opportunities help ensure unduplicated pupils receive the additional instructional time and support needed to improve academic outcomes and make progress toward meeting state standards. 2.16, 2.2, 2.12, 2.13 **Scope:** LEA-wide	need of intervention to meet grade level standards like their peers. Provide targeted interventions to unduplicated pupils that will include: (TK-5) Utilize credentialed Intervention Teachers for push-in and pull-out support before, during and after school intervention and to service students in the Reading Lab. Summer Academy for additional instruction and skill development. (6-8) Utilize credentialed Intervention Teachers to provide support in ELA and Math through intervention classes, summer bridge courses and Saturday academies. Provide opportunities for academic help through homework club after school. Students also have access 24/7 to online tutoring. (9-12) Utilize credentialed Intervention Teachers for before and afterschool intervention, Griffin Lab, Saturday Academies, A-G math support, summer school and online tutoring. (K-8) - Online Reading and Math support.	
1.5	**Action:** English Language Arts (ELA) Support **Need:** Increase ELA supports for students. Based on gaps that exist in UP students' math and ELA proficiency compared to the all student group, unduplicated pupils require	Provides students with opportunities to access curriculum in an alternate way such as online programs and additional curriculum that supports students with dyslexia and supports new ELA curriculum (K-5). Also provides teachers with opportunities to collaborate in grade level meetings for articulation purposes to support students. Additional ELA supports also allow English Learners access to trained teachers in	1.2, 1.3, 1.5, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to additional instructional resources and supports to ensure they can fully engage with grade-level curriculum and achieve academic success. Students benefit from alternative methods of accessing content, including online learning programs, supplemental literacy resources, and targeted interventions that support students with dyslexia and strengthen implementation of the district's K–5 English Language Arts curriculum. English Learners also require specialized instructional support delivered by trained staff and evidence-based programs designed to accelerate language acquisition and academic growth. Additionally, ongoing teacher collaboration and grade-level articulation are essential to ensure consistent instructional practices, alignment of curriculum, and timely identification of student needs. Providing these supports districtwide helps ensure equitable access to high-quality instruction and promotes improved outcomes for unduplicated pupils. 1.2, 1.3, 1.5, 2.2, 2.12, 2.13 **Scope:** LEA-wide	programs designed to support EL growth. By providing this district wide, all student have access and allows for like peers for unduplicated pupils. Support unduplicated pupils with ELA Instruction by: • Training classroom teachers and intervention teachers on supplemental intervention materials • Provide in-class coaching and training by Elementary TOSA • Secondary ELA TOSA's • Provide students with access to Edgenuity English in the Skills Lab at LAHS • Access to online reading practice: • Provide students in grades 3-8 with additional reading intervention • AMIRA • Provide students with curriculum that is aligned with the CCSS and integrated ELD standards. • Grade level meetings and trainings for articulation to support the District's English Language Arts textbook (TK-5)	
1.6	**Action:** Math Support **Need:** Increase math supports for students.	Provides students with opportunities to access curriculum in an alternate way such as online programs and additional curriculum that supports students district signatures practices such as Cognitive Guided Instruction (CGI). Also provides teachers with in-class coaching by the Math TOSA. By providing this district wide, all student	1.2 & 1.3, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils, including English Learners, Foster Youth, and socioeconomically disadvantaged students, continue to demonstrate achievement gaps in mathematics and require additional support to meet grade-level standards. These students benefit from multiple pathways to access mathematical content, including supplemental online programs, targeted instructional resources, and curriculum that reinforces the district's signature instructional practices, such as Cognitive Guided Instruction (CGI). In addition, teachers require ongoing professional learning and in-class coaching to effectively implement research-based mathematics strategies and address the diverse learning needs of students. Districtwide access to these supports helps ensure consistent, high-quality mathematics instruction across schools while providing unduplicated pupils with equitable opportunities to achieve at levels comparable to their peers. 1.2 & 1.3, 2.2, 2.12, 2.13 **Scope:** LEA-wide	have access and allows for like peers for unduplicated pupils.Unduplicated students often struggle with reaching the same achievement rate as peers, therefore they are in need of additional math support to meet grade level standards like their peers. The District will support unduplicated pupils with Math instruction by: • Training classroom teachers in Cognitively Guided Instruction (CGI) at the elementary level by the way of a Math TOSA • Provide students access to Edgenuity Math courses in the Skills Lab at LAHS • Provide in-class Math coaching to classroom teachers by the way of Math TOSA • Online Math practice • (K-5) - Reflux Math & ST Math • (6-12) - Delta Math	
2.2	**Action:** Increase A-G Completion & College Readiness **Need:**	The actions listed below are principally directed toward unduplicated students by addressing specific barriers and providing targeted support to ensure these students have equitable access to A-G courses and college readiness resources. For unduplicated pupils this includes providing	2.3, 2.10, 2.11, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increase A-G completion and college readiness Unduplicated pupils, including English Learners, Foster Youth, and socioeconomically disadvantaged students, may face barriers to accessing college and career readiness opportunities, including enrollment in A-G courses and postsecondary planning resources. These students often require additional guidance, individualized support, and targeted outreach to ensure they are aware of and prepared for pathways that lead to college and career success. Focused counseling services, information sessions, and college readiness supports help address these barriers by providing unduplicated pupils with access to resources and opportunities tailored to their unique needs. These additional supports are necessary to promote equitable access to rigorous coursework, increase college and career readiness, and ensure unduplicated pupils have opportunities comparable to those of their peers. 2.3, 2.10, 2.11, 2.2, 2.12, 2.13 **Scope:** LEA-wide	counseling and information sessions in these areas that other students do not have access to. Increase A-G completion by: • Promote District-wide College Days PK-12 These events will include tailored activities and resources specifically designed for unduplicated students and their families to increase awareness and understanding of college pathways. • Edgenuity course offerings (remediation and initial credit) Offering remedial courses specifically designed to support unduplicated students who may have fallen behind, providing them with additional opportunities to catch up and meet A-G requirements. • College & Career Guidance (8-12) Providing dedicated college and career counseling for unduplicated students, addressing their unique challenges and aspirations. Allocating additional resources such as workshops and individual counseling sessions to guide unduplicated students through the college application process. • CCGI & You Science Allocating additional resources such as workshops and individual counseling sessions to guide unduplicated students through the college application process. • UC Compass (transcript analysis) Regular analysis of transcripts for unduplicated students to ensure they are on track for A-G completion and to provide timely interventions if they are not. Developing personalized academic plans based	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		on transcript analysis to address the specific needs of unduplicated students • Griffin Connections for students in grades 10-12 • College Information Nights Hosting college information nights with a focus on accessibility for unduplicated students and their families, including translation services and culturally relevant information. • College Aid Pro (Financial Aid) Offering workshops that specifically address the financial aid needs and challenges faced by unduplicated students, including filling out FAFSA and scholarship applications. • Work Based Learning Ensuring unduplicated students have access to internships and work-based learning opportunities that may otherwise be inaccessible due to socio-economic barriers. Developing career readiness programs that are specifically designed to equip unduplicated students with the skills and experiences needed to succeed in the workforce. Research shows that by providing additional supports to students and educating families about A-G, students will have more opportunities as they leave high school. With only 70% of unduplicated students completing A-G classes, the district sees a need to put additional resources in this area to support unduplicated students as the overall A-G completion rate for all students is 82% Research supports A-G completion as it provides all	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students, including unduplicated pupils, with additional opportunities and potentially additional grants or funding for post secondary institutions. Research is pulled directly from articles in the Marshall Memo.	
2.3	**Action:** Increase AP Access & Dual Enrollment **Need:** Increase student access to AP courses and dual enrollment. Unduplicated pupils, including English Learners, Foster Youth, and socioeconomically disadvantaged students, may encounter barriers to participation in Advanced Placement (AP) and Dual Enrollment programs due to limited awareness of available opportunities, registration processes, and academic pathways. These students require targeted outreach, individualized guidance, and additional support to ensure equitable access to rigorous coursework that promotes college and career readiness. Providing direct communication, educational opportunities about program benefits, and assistance with enrollment and registration helps remove barriers and increase participation among unduplicated pupils. These supports are necessary to ensure all students have equitable access to advanced academic opportunities and the potential benefits of earning college credit while in high school.	The actions listed below are principally directed toward unduplicated students by addressing specific barriers and providing targeted support to ensure these students have equitable access to AP courses and Dual Enrollment. For unduplicated pupils this includes providing direct outreach regarding education on what the programs offer and assistance is registering for these programs. Increase AP access for all students in grades 9-12 by: • Offering the PSAT to all 10th grade students at no cost By providing the PSAT at no cost, we eliminate financial barriers that often prevent socioeconomically disadvantaged students from participating in this preparatory exam. This early exposure helps identify academic strengths and areas for improvement, particularly benefiting students who may lack access to test preparation resources outside of school. For English learners and foster youth, this initiative provides a structured and supportive testing environment, ensuring that they have the same opportunities to prepare for AP courses as their peers. • Utilizing Pre-AP data from PSAT results Analyzing PSAT results allows educators to identify and support unduplicated students who demonstrate potential for success in AP courses.	2.4 & 2.6, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2.4 & 2.6, 2.2, 2.12, 2.13 **Scope:** LEA-wide	Targeted interventions can then be developed to address specific learning needs, such as additional tutoring or tailored instructional strategies for English learners, thereby increasing their readiness and confidence to enroll in AP classes. • Cover costs for AP exams for students who receive free/reduced lunch Covering the costs of AP exams removes a significant financial obstacle for socioeconomically disadvantaged students, ensuring that all students, regardless of their financial situation, can take advantage of the college credit opportunities provided by successful AP exam performance. This policy directly supports unduplicated students by alleviating the burden of exam fees, which can be a deterrent to participation in AP courses. • Professional Development for AP teachers Providing professional development for AP teachers equips them with strategies to effectively teach and support a diverse student body, including unduplicated students. Training may include teaching practices, differentiated instruction techniques, and methods to support English learners and foster youth. Well-prepared teachers can create an inclusive classroom environment that addresses the varied needs of unduplicated students, fostering their academic success in AP courses. • Dual Enrollment	

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		Dual enrollment programs offer unduplicated students the opportunity to earn college credits while still in high school, reducing the time and cost needed to complete a college degree. These programs can be particularly beneficial for socioeconomically disadvantaged students by providing access to college-level coursework and experiences without the associated financial burdens. Dual enrollment also helps foster youth and English learners by offering structured, supportive environments where they can develop the skills and confidence needed for postsecondary success. Research and experience show that to open AP course access you also need to provide supports to students to make them accessible. With only 29% of unduplicated students completing an AP class, the District supports providing additional resources to unduplicated pupils and believes this is an effective use of funds. Research supports students experiencing at least one AP class as it provides students with essential time management and study skills needed for college and career success. Research is pulled directly from articles in the Marshall Memo.	
2.4	**Action:** Co-Teaching Model **Need:** Provide co-taught classes for students. Provide co-taught classes for students so that unduplicated pupils have increased access to smaller learning environments and specialized	Maintain co-teaching classes and sections in addition to providing professional development to teachers working in a co-teach model to directly support unduplicated pupils, particularly those who have been identified as needing intensive intervention through the SST process.	2.14, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	supports to close the achievement gaps. LAUSD strives to provide timely intervention to avoid specialize programs for students. Maintain co-teaching classes and sections in addition to providing professional development to teachers working in a co-teach model to directly support unduplicated pupils, particularly those who have been identified as needing intensive intervention through the SST process. 2.14, 2.2, 2.12, 2.13 **Scope:** LEA-wide	Research shows that by providing an additional teacher to a classroom in addition to a lower student teacher ratio, students will receive additional supports and therefore perform better. Without the co-taught class, unduplicated students would have less access to A-G courses and some may not reach graduation. Research supports A-G completion provides students with additional opportunities post secondary and also allows unduplicated pupils on an IEP course access. Research is pulled directly from articles in the Marshall Memo.	
2.5	**Action:** Career Technical Education (CTE) & STEAM **Need:** Increase participation in CTE & TEAM courses and pathways Provides students with opportunities to participate in a robust offering of CTE courses at the 6-12 level and more STEAM options in TK-5. This is offered LEA-wide with priority given to unduplicated pupils. Unduplicated students perform at a lower level on CAASPP on ELA and Math than the all student groups. This indicates a need for intensified support including c-taught classes so that unduplicated pupils have access to smaller learning environments and supports to	Provides students with opportunities to participate in a robust offering of CTE courses at the 6-12 level and more STEAM options in TK-5. This is offered LEA-wide with priority given to unduplicated pupils. Unduplicated students often struggle with reaching the same achievement rate as peers, therefore they are in need alternative courses that provide more hands-on and industry specific to have access like their peers. When taking a CTE course unduplicated students are able to earn industry certificates that provide them access to jobs when they graduate high school. Career Technical Education and STEAM for unduplicated pupils at the secondary level by: • Continue to offer STEM units of study at the middle school with CTE teachers	2.5 & 2.1, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	close the achievement gaps. often struggle with reaching the same achievement rate as peers, therefore they are in need alternative courses that provide more hands-on and industry specific to have access like their peers. When taking a CTE course unduplicated students are able to earn industry certificates that provide them access to jobs when they graduate high school. 2.5 & 2.11, 2.2, 2.12, 2.13 **Scope:** LEA-wide	• Continue to offer career pathway courses in Engineering, Sports Medicine, Computer Science, Emergent Medical Technician, Video Production, Technical Theatre and Biomedical by CTE credentialed instructors • Coding and Robotics activities through STEAM (K-5) • STEAM Fairs • Before school CTE internship class for capstone students Implementation and expansion of new Medical Professional CTE Pathway Implementation of CTE lessons to all elementary school sites. Going into 2026-207 we will be implementing a new Business Entrepreneurship pathway. Research and experience show that by providing students opportunities and exposure to work-based hands-on learning it connects them to school. It also improves academic success by engaging students in pathways. If you look at our data you will see more unduplicated students take at least one CTE course. This also aligns with the Governor's master plan for Career Education and research articles by the Institute of Education services and CTE Research Network.	
3.1	**Action:** Student Engagement **Need:** School Connectedness	Provide opportunities for students to be connected to school in the areas of Arts, Activities, Athletics and Academics (the 4A's). Offered LEA-wide to provide more opportunities for student involvement. Unduplicated students often struggle with reaching	3.1, 3.4, 3.10, 3.11 & 3.12, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Meaningful student engagement is essential to creating a positive school climate, increasing students' sense of belonging, and fostering strong connections to school. Research demonstrates that students who feel connected to their school are more likely to attend regularly, participate in learning, achieve academically, and graduate prepared for college and career success. Local data, including student climate surveys, attendance rates, chronic absenteeism data, and participation in school activities, indicate that not all student groups experience the same level of connection to school. Analysis of engagement data shows that certain student subgroups report lower levels of school connectedness, belonging, and meaningful participation when compared to their peers. These disparities suggest that some students may face barriers to fully engaging in the academic and social opportunities available on campus. To address these gaps, the district must continue to strengthen systems and supports that promote student voice, belonging, relationship-building, and access to extracurricular and leadership opportunities. Increased efforts are needed to ensure that all students, particularly those subgroups demonstrating lower levels of engagement, feel valued, supported, and connected to their school community. By enhancing student engagement strategies, the district aims to improve school connectedness, attendance,	the same achievement rate as peers therefore it is imperative they are connected to school by participating in one or more activities. Research shows that unduplicated students who are connected to school perform at a higher level. Increase student engagement and connectedness at school sites for unduplicated pupils through the following: • All-District arts events • Club Activities at secondary sites • Partnering with LAEF and the Los Alamitos Youth Center for enrichment and extension • Promote athletics participation • Survey students regarding areas of interest to promote school connectedness • Attendance Incentives • Outreach to support student attendance • RULER - Emotional Intelligence grades (PK-5) Research shows that students that are connected to one or more activity while in school will perform better academically. With only 87.42% of unduplicated pupils participating in one or more activity, compared to all students with a participation rate of 91.48%, the District feels this is an effective use of funds because research shows students connection between students being connected to a campus and academic performance. Connecting students to school also improves graduation rates which is currently at 100% of students. This also aligns with research on one caring adult in a students life and self efficacy. Research is pulled directly from articles in the Marshall Memo.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic outcomes, and overall student well-being while reducing disparities among student groups. Provide opportunities for students to be connected to school in the areas of Arts, Activities, Athletics and Academics (the 4A's). Offered LEA-wide to provide more opportunities for student involvement. 3.1, 3.4, 3.10, 3.11 & 3.12, 2.2, 2.12, 2.13 **Scope:** LEA-wide		
3.4	**Action:** Healthy and Drug Free Learning Environment **Need:** Assure students have access to a healthy and drug free learning environment so students feel safe on campus. A safe, healthy, and drug-free learning environment is essential for promoting student academic achievement, engagement, and overall well-being. Research and state accountability measures indicate that students who feel physically and emotionally safe at school are more likely to attend regularly, demonstrate higher academic performance, remain engaged in their learning, and graduate prepared for college and career opportunities. The California School Dashboard identifies school climate, suspension rates, academic achievement, and	Offered LEA-wide to in order to provide a healthy, drug-free environment for all students across the district. Provide students with opportunities to participate in nicotine cessation courses and healthy lifestyles education programs. This includes training for staff in CPR/first-aid. The is LEA-wide as it best for all students. Unduplicated students often struggle with having access to programs in their home life that foster a drug free environment as their peers, therefore they are in need of access to programs within the school day that support a healthy and drug free learning environment. Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Student Services. This includes: • Foster Youth and Homeless student supports • Reduce truancy rate (SART and SARB meetings)	3.3, 3.5, 3.1, 3.9, 3.14, 2.2, 2.12, 2.13, 3.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	graduation rates as key indicators of student success and school effectiveness. Local data, including CAASPP performance, suspension and expulsion rates, graduation rates, and student connectivity survey results, indicate a continued need to strengthen supports that foster healthy decision-making, substance abuse prevention, social-emotional wellness, and positive school climates. Students who experience challenges related to school safety, substance use, or disconnection from school are more likely to demonstrate lower academic achievement, increased absenteeism, behavioral concerns, and reduced engagement in their educational program. School connectedness data further suggest that some student groups report lower levels of belonging and engagement than their peers, highlighting the need for targeted interventions and supportive relationships with caring adults on campus. To address these needs, the district will continue to invest in comprehensive health and drug prevention education, mental health and wellness services, positive behavior supports, restorative practices, and programs that strengthen students' sense of belonging and connection to school. These efforts are intended to improve student outcomes by increasing school connectedness, reducing disciplinary incidents, supporting academic achievement on state assessments, and ensuring all students have access to a safe	Use data to identify and intervene early with unduplicated students from these groups who are at risk of chronic absenteeism. • Maintain/Improve graduation and drop out rates • CPR, AED, First Aid and Narcan certifications • Nicotine Cessation Courses • JADE • Project Intervention The outlined initiatives above specifically address the unique needs of unduplicated students, who often face additional challenges and barriers in their educational journey. By providing targeted supports for unduplicated students, the program acknowledges and addresses their specific circumstances, offering resources tailored to their needs. The focus on reducing truancy rates through SART and SARB meetings, and using data to identify at-risk students, ensures early intervention for those who are chronically absent, with particular attention to unduplicated students who might be more vulnerable to absenteeism due to instability in their living situations. Programs like CPR, AED, First Aid, and Narcan certifications, as well as nicotine cessation courses, provide critical life skills and health supports that can be particularly beneficial for students from disadvantaged backgrounds. Initiatives such as JADE and Project Intervention offer further support, potentially addressing behavioral and emotional issues that unduplicated students might disproportionately encounter. Overall, these measures ensure a holistic approach to fostering a safe, healthy, and drug-free environment while	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and supportive learning environment where they can thrive. Offered LEA-wide to in order to provide a healthy, drug-free environment for all students across the district. Provide students with opportunities to participate in nicotine cessation courses and healthy lifestyles education programs. This includes training for staff in CPR/first-aid. The is LEA-wide as it best for all students. Unduplicated students often struggle with having access to programs in their home life that foster a drug free environment as their peers, therefore they are in need of access to programs within the school day that support a healthy and drug free learning environment. Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Student Services. 3.1, 3.3, 3.5, 2.2, 2.12, 2.13, 3.14 **Scope:** LEA-wide	being mindful of the distinct needs of unduplicated students, thereby promoting equity within the school system. Research shows that when students are provided resources and education around a healthy and drug free lifestyles, including attendance at school, they are more likely to make better choices. In 2025, the suspension rate was 1.5% which was an increase. This is an effective use of funds as it puts measures in place to hold students accountable for attendance and provides support and resources to unduplicated pupils. Students who attend school regularly perform better, have a less chance of dropping out of school and are connected, which is evident with a 100% graduation rate in 2023 and 2024. This is directly supported by student attendance research. Research is pulled directly from articles in the Marshall Memo.	
3.5	**Action:** Student Mental Health **Need:** Ensure students have access to mental health supports and tools.	Offered LEA-wide to in order to provide an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. Provide students with access to wellness counselors and classroom resources that support mental health. Provide teachers with training to support students in crisis. This is provided LEA-wide as the resources can	3.4, 3.8, 3.13, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student mental health is a critical factor in academic success, school engagement, attendance, and overall well-being. Analysis of local data, including student attendance rates, chronic absenteeism, suspension data, graduation rates, student connectivity and school climate survey results, indicates that many students continue to experience social-emotional, behavioral, and mental health challenges that impact their ability to fully participate in learning. Students who report lower levels of school connectedness and belonging often demonstrate lower academic performance and higher rates of absenteeism and disciplinary incidents. Additionally, certain student groups, including socioeconomically disadvantaged students, English learners, foster youth, homeless youth, and students with disabilities, may face increased barriers to accessing mental health supports and may experience disproportionate challenges related to stress, anxiety, trauma, and social-emotional well-being. These factors can contribute to achievement gaps and reduced educational outcomes. To ensure all students have equitable access to a safe, supportive, and inclusive learning environment, the district has identified a need to expand and strengthen mental health services, social-emotional learning opportunities, and targeted interventions. Increased access to counseling, wellness resources, prevention programs, and early intervention supports will help improve student	help all students. Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes: • Mental Health staff and supports • Support ongoing in-person and online counseling services • Student and Staff training on mental health awareness • Online monitoring for students in crisis • Implementation of Strength Survey through Panorama Provide mental health supports for all unduplicated pupils through services listed above as well as providing translation services and mental health professionals who are mindful of unduplicated students backgrounds and needs. By incorporating these specific measures, the District ensures that the unique needs of unduplicated students are met, addressing language barriers, cultural differences, and the specific stresses associated with economic disadvantage and foster care. This targeted approach helps create a more equitable support system that goes beyond generic mental health services provided to all students. Based on our District data from Care Solace as well as research, now more that ever students need additional supports for mental health to be able to successfully navigate academic and social situations. This is the most effective use of funds for unduplicated students as mental health supports have been identified for 17.5% of	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	well-being, strengthen school connectedness, increase attendance and engagement, and support positive academic outcomes. By addressing student mental health needs, the district aims to create conditions that enable all students to thrive academically, socially, and emotionally. Offered LEA-wide to in order to provide an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. Provide students with access to wellness counselors and classroom resources that support mental health. Provide teachers with training to support students in crisis. This is provided LEA-wide as the resources can help all students. 3.4, 3.8, 3.13, 2.2, 2.12, 2.13 **Scope:** LEA-wide	students in additional to other students. Mental Health post pandemic has been a concern for all school district across the country and continues to be an area of concern. Research is pulled directly from articles in the Marshall Memo.	
3.7	**Action:** Transportation **Need:** Provide students with a way to get to school. Reliable and equitable transportation is essential to ensuring students can consistently access educational opportunities and fully participate in school programs. Analysis of attendance and chronic absenteeism data indicates that transportation barriers can	Offered LEA-wide to ensure all students have access to transportation regardless of barriers. Provide transportation for pupils to and from school to help increase student attendance, specifically for unduplicated pupils. Unduplicated pupils need access to a way to and from school to be able to access the academic setting. Unduplicated students often struggle with reaching the same achievement rate as peers, therefore they are in need of transportation at low or no cost like their peers.	3.4, 3.8, 3.10, 3.11 & 3.12, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	negatively impact students' ability to attend school regularly and arrive on time, particularly for students who live farther from school, experience housing instability, or face other socioeconomic challenges. Providing safe and dependable transportation supports student access to academic programs, extracurricular activities, interventions, and support services that contribute to positive educational outcomes. Transportation services also help reduce barriers for unduplicated pupil groups, including low-income students, English learners, foster youth, and homeless youth, ensuring equitable access to educational opportunities and resources. The district has identified a need to maintain and enhance transportation services to support student attendance, engagement, and access to learning. Continued investment in transportation will help improve student participation, reduce attendance-related barriers, promote educational equity, and ensure students can safely and consistently access school and school-related programs. By addressing transportation needs, the district seeks to support improved student outcomes and create greater opportunities for all students to succeed. Offered LEA-wide to ensure all students have access to transportation regardless of barriers.	Research supports the transportation of students to and from school provides consistency and access to education and improves student attendance. The use of funds to provide transportation to and from school is an effective use of funds as it improves student attendance. There are many research articles that show student attendance at school correlates to improved performance. By providing transportation to and from school students have a better attendance rate and therefore perform better. Research is pulled directly from articles in the Marshall Memo.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Provide transportation for pupils to and from school to help increase student attendance, specifically for unduplicated pupils. Unduplicated pupils need access to a way to and from school to be able to access the academic setting. Unduplicated students often struggle with reaching the same achievement rate as peers, therefore they are in need of transportation at low or no cost like their peers. 3.4, 3.8, 3.10, 3.11 & 3.12, 2.2, 2.12, 2.13 **Scope:** LEA-wide		
3.8	**Action:** Attendance **Need:** Improve student attendance Regular school attendance is essential for academic achievement, student engagement, and long-term educational success. Analysis of attendance and chronic absenteeism data indicates that a significant number of students continue to miss instructional time, limiting their access to learning opportunities and contributing to lower academic outcomes. Research consistently demonstrates a strong correlation between attendance and student performance, including achievement on state assessments, course completion, graduation rates, and college and career readiness.	By providing these resources including brag tags and counseling services, LAUSD will support UPP's in improving attendance and connectivity to school. Offered LEA-wide in order to provide supports to improve student attendance for unduplicated pupils by providing attendance incentives and built in supports for students. Provide students with resources to promote student attendance and connections to school.	3.4, 3.8, 3.10, 3.11, 3.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Attendance challenges may be more pronounced among certain student groups, including socioeconomically disadvantaged students, English learners, foster youth, homeless youth, and students with disabilities. These students may face barriers that impact their ability to attend school consistently, resulting in lost instructional time and widening achievement gaps. The district has identified a need to strengthen attendance improvement efforts through proactive monitoring, family engagement, early intervention, and targeted supports that address the root causes of absenteeism. Improving attendance will increase students' access to high-quality instruction, strengthen their connection to school, and support improved academic and social-emotional outcomes. By reducing chronic absenteeism and promoting regular attendance, the district aims to ensure that all students have equitable opportunities to achieve their full potential. 3.4, 3.8, 3.10, 3.11, 3.12 **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Instructional Support Services **Need:** Supports for Foster Youth students to support teaching and learning. Unduplicated pupils, particularly Foster Youth and socioeconomically disadvantaged students, may face barriers to accessing the resources, materials, and supports necessary for full participation in school and academic success. These students often have less access to educational supplies, enrichment opportunities, and support services than their peers, which can impact engagement, attendance, and achievement. A districtwide approach is necessary to ensure resources can be coordinated and provided efficiently across all school sites, particularly given the small but dispersed Foster Youth population. Providing additional resources, services, and targeted supports helps remove barriers to learning and ensures unduplicated pupils have equitable access to the tools, opportunities, and educational experiences needed to succeed alongside their peers. 1.5, 2.2, 2.12, 2.13 **Scope:**	Provide students with resources and materials so they are able to come to school and learn. This is LEA-wide as we have Foster Youth students throughout the district, but a small population. This allows us to pull resources form all sites to support Foster Youth students. Unduplicated students often struggle with having access to the same resources, supplies and programs as peers, therefore they are in need of additional support and service to gain opportunities and access like their peers. Support Foster Youth students in the following way: • Foster Youth students supported by District's Foster Youth Liaison through a partnership with CASA Youth Shelter • Foster Youth Liaison ensures Foster Youth students have the necessary school supplies • Foster Youth Liaison ensures Foster Youth Students are provided access to transportation and extracurricular activities • Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.	1.5, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.6	**Action:** English Learner Supports **Need:** Enhanced supports for English Learners English Learners remain an identified student group requiring additional support due to ongoing disparities in academic performance and language proficiency outcomes. Local and state assessment data show that EL students are not yet meeting achievement levels attained by their peers. To address these inequities, the district will provide enhanced academic and language development supports designed to accelerate learning, increase engagement, and improve student achievement. These actions are intended to close achievement gaps, support progress toward English proficiency, and ensure equitable access to rigorous, grade-level instruction. Provide additional resources and support for students who are identified as an English Learner. Support will vary depending upon the level of the English Learner and supports will be individualized to meet each student's individual need. 2.8, 2.9, 2.2, 2.12, 2.13 **Scope:**	Provide additional resources and support for students who are identified as an English Learner. Support will vary depending upon the level of the English Learner and supports will be individualized to meet each student's individual need. Unduplicated students, specifically English Learners, often struggle with reaching the same achievement rate as peers, therefore they are in need of intervention to meet grade level standards like their peers. Provide support for English Learners (EL) by: • Increasing English Learner Aide Support that allows for small group and one on one support • Brain Pop EL • Lexia English • English 3D • Online translator services and programs Based on experience and research, the District has determined the implementation of targeted ELA interventions is an effective use of funds as it provides students with additional supports and opportunities to meet grade level standards. Research is pulled directly from articles in the Marshall Memo.	2.8, 2.9, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.7	**Action:** Long Term English Learner (LTEL) Supports **Need:** Enhanced Supports for English Learners Long Term English Learners (LTEL) will have access to the supports below in addition to prioritized support from our English Learner Instructional Aids and detailed monitoring by the Ed Services TOSA to make sure appropriate supports are in place. LTEL students will also have access to targeted interventions that provide them academic support and tools to pass the ELPAC and perform at grade level standards. Provide additional resources and support for students who are identified as a Long Term English Learners (LTEL's). Support will vary depending upon the level of the English Learner and supports will be individualized to meet each student's individual need. Unduplicated students, specifically Long Term English Learners, often struggle with reaching the same achievement rate as peers, therefore they are in need of intervention to meet grade level standards like their peers. 2.15, 2.2, 2.12, 2.13 **Scope:** Limited to Unduplicated Student Group(s)	Long Term English Learners (LTEL) will have access to the supports below in addition to prioritized support from our English Learner Instructional Aids and detailed monitoring by the Ed Services TOSA to make sure appropriate supports are in place. LTEL students will also have access to targeted interventions that provide them academic support and tools to pass the ELPAC and perform at grade level standards. Provide additional resources and support for students who are identified as a Long Term English Learners (LTEL's). Support will vary depending upon the level of the English Learner and supports will be individualized to meet each student's individual need. Unduplicated students, specifically Long Term English Learners, often struggle with reaching the same achievement rate as peers, therefore they are in need of intervention to meet grade level standards like their peers. Provide support for Long Term English Learners (LTEL's) by: • Increasing English Learner Aide Support that allows for small group and one on one support • Brain Pop EL • Lexia English • English 3D • Online translator services and programs This is a district wide action as our UPP students district wide are trending below the all student rate. Based on experience and research, the District	2.15, 2.2, 2.12, 2.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		has determined the implementation of targeted ELA interventions is an effective use of funds as it provides students with additional supports and opportunities to meet grade level standards. Research is pulled directly from articles in the Marshall Memo.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Los Alamitos USD does not receive concentration funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$103,672,439	$3,542,307	3.417%	0.000%	3.417%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,159,737.00	$740,624.00	$0.00	$0.00	$4,900,361.00	$4,006,164.00	$894,197.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$245,060.00	$28,200.00	$8,200.00	$265,060.00	$0.00	$0.00	$273,260.00	
1	1.2	Instructional Materials	All	No			All Schools	Ongoing	$0.00	$8,904.00	$8,904.00	$0.00	$0.00	$0.00	$8,904.00	
1	1.3	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$197,741.00	$146,221.00	$343,962.00	$0.00	$0.00	$0.00	$343,962.00	
1	1.4	Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$858,025.00	$63,571.00	$549,782.00	$371,814.00	$0.00	$0.00	$921,596.00	
1	1.5	English Language Arts (ELA) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$197,141.00	$0.00	$197,141.00	$0.00	$0.00	$0.00	$197,141.00	
1	1.6	Math Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$201,809.00	$18,500.00	$220,309.00	$0.00	$0.00	$0.00	$220,309.00	
1	1.7	Instructional Support Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$0.00	$17,000.00	$17,000.00	$0.00	$0.00	$0.00	$17,000.00	
1	1.8	Enhanced Supports for Students	All	No			All Schools	Ongoing	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
2	2.1	District Benchmarks & Collaboration	All	No			All Schools	Ongoing	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
2	2.2	Increase A-G Completion & College Readiness	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Los	Ongoing	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	Alamitos High School 9-12									
2	**2.3**	Increase AP Access & Dual Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Los Alamitos High School 9-12	Ongoing	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	**2.4**	Co-Teaching Model	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: McGaugh Elementary, McAuliffe Middle School, Oak Middle School & Los Alamitos High School	Ongoing	$882,216.00	$0.00	$882,216.00	$0.00	$0.00	$0.00	$882,216.00	
2	**2.5**	Career Technical Education (CTE) & STEAM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$300,636.00	$0.00	$300,636.00	$0.00	$0.00	$0.00	$300,636.00	
2	**2.6**	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$59,947.00	$0.00	$59,947.00	$0.00	$0.00	$0.00	$59,947.00	
2	**2.7**	Long Term English Learner (LTEL) Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,195.00	$5,195.00	$0.00	$0.00	$0.00	$5,195.00	
3	**3.1**	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,049.00	$139,500.00	$140,549.00	$0.00	$0.00	$0.00	$140,549.00	
3	**3.2**	Parent Engagement	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
3	**3.3**	Student Safety	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Healthy and Drug Free Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
3	3.5	Student Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,052,540.00	$0.00	$1,052,540.00	$0.00	$0.00	$0.00	$1,052,540.00	
3	3.6	Student Social-Emotional Well-Being	All	No			All Schools	Ongoing	$0.00	$103,750.00	$0.00	$103,750.00	$0.00	$0.00	$103,750.00	
3	3.7	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$276,356.00	$276,356.00	$0.00	$0.00	$0.00	$276,356.00	
3	3.8	Attendance	All	No Yes	LEA-wide		All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$103,672,439	$3,542,307	3.417%	0.000%	3.417%	$4,116,833.00	0.000%	3.971 %	**Total:**	$4,116,833.00
								LEA-wide Total:	$4,034,691.00
								Limited Total:	$82,142.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,200.00	
1	**1.3**	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,962.00	
1	**1.4**	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$549,782.00	
1	**1.5**	English Language Arts (ELA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,141.00	
1	**1.6**	Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,309.00	
1	**1.7**	Instructional Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$17,000.00	
2	**2.2**	Increase A-G Completion & College Readiness	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Los Alamitos High	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	School 9-12		
2	2.3	Increase AP Access & Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Los Alamitos High School 9-12	$10,000.00	
2	2.4	Co-Teaching Model	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: McGaugh Elementary, McAuliffe Middle School, Oak Middle School & Los Alamitos High School	$882,216.00	
2	2.5	Career Technical Education (CTE) & STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,636.00	
2	2.6	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$59,947.00	
2	2.7	Long Term English Learner (LTEL) Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,195.00	
3	3.1	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,549.00	
3	3.4	Healthy and Drug Free Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.5	Student Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,052,540.00	
3	3.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$276,356.00	
3	3.8	Attendance	Yes	LEA-wide			$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,699,219.00	$5,878,768.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$136,265.00	$9,454.00
1	**1.2**	Instructional Materials	No	$64,200.00	$15,481.00
1	**1.3**	Educational Technology	Yes	$350,668.00	$369,426.00
1	**1.4**	Academic Interventions	Yes	$1,192,950.00	$1,369,412.00
1	**1.5**	English Language Arts (ELA) Support	Yes	$233,535.00	$201,808.00
1	**1.6**	Math Support	Yes	$245,335.00	$214,986.00
1	**1.7**	Instructional Support Services	Yes	$10,200.00	$10,870.00
1	**1.8**	Enhanced Supports for Students	No	$6,000.00	$1,000.00
2	**2.1**	District Benchmarks & Collaboration	No	$325,000.00	$242,610.00
2	**2.2**	Increase A-G Completion & College Readiness	Yes	$50,000.00	$50,000.00
2	**2.3**	Increase AP Access & Dual Enrollment	Yes	$17,253.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Co-Teaching Model	Yes	$1,004,746.00	$1,004,746.00
2	2.5	Career Technical Education (CTE) & STEAM	Yes	$225,511.00	$217,949.00
2	2.6	English Learner Supports	Yes	$50,305.00	$76,039.00
2	2.7	Long Term English Learner (LTEL) Supports	Yes	$15,000.00	$5,195.00
3	3.1	Student Engagement	Yes	$136,348.00	$150,261.00
3	3.2	Parent Engagement	No	$1,000.00	$1,000.00
3	3.3	Student Safety	No	$3,000.00	$1,147.00
3	3.4	Healthy and Drug Free Learning Environment	Yes	$3,000.00	$3,660.00
3	3.5	Student Mental Health	Yes	$1,085,228.00	$1,224,746.00
3	3.6	Student Social-Emotional Well-Being	No	$323,750.00	$387,599.00
3	3.7	Transportation	Yes	$218,925.00	$320,379.00
3	3.8	Attendance	Yes	$1,000.00	$1,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,467,087	$4,615,383.00	$4,782,560.00	($167,177.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$126,265.00	$9,454.00		
1	1.3	Educational Technology	Yes	$350,668.00	$369,426.00		
1	1.4	Academic Interventions	Yes	$926,284.00	$1,097,044.00		
1	1.5	English Language Arts (ELA) Support	Yes	$223,535.00	$201,633.00		
1	1.6	Math Support	Yes	$235,335.00	$214,986.00		
1	1.7	Instructional Support Services	Yes	$10,200.00	$10,870.00		
2	2.2	Increase A-G Completion & College Readiness	Yes	$50,000.00	$50,000.00		
2	2.3	Increase AP Access & Dual Enrollment	Yes	$17,253.00	$0.00		
2	2.4	Co-Teaching Model	Yes	$1,004,746.00	$1,004,746.00		
2	2.5	Career Technical Education (CTE) & STEAM	Yes	$225,511.00	$217,949.00		
2	2.6	English Learner Supports	Yes	$50,305.00	$76,039.00		
2	2.7	Long Term English Learner (LTEL) Supports	Yes	$15,000.00	$5,195.00		
3	3.1	Student Engagement	Yes	$136,348.00	$150,261.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Healthy and Drug Free Learning Environment	Yes	$3,000.00	$3,660.00		
3	3.5	Student Mental Health	Yes	$1,021,008.00	$1,049,918.00		
3	3.7	Transportation	Yes	$218,925.00	$320,379.00		
3	3.8	Attendance	Yes	$1,000.00	$1,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$100,216,618	$3,467,087	0	3.460%	$4,782,560.00	0.000%	4.772%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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